Circulation
this issue:
2,074,457

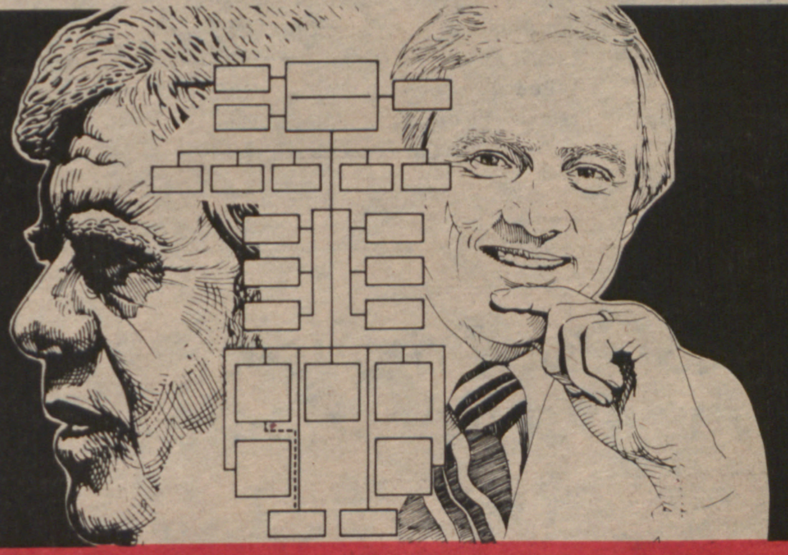
January/February 1979
Vol. 18, No. 1

NEA REPORTER

Published
by the
National
Education
Association

Washington,
D.C.

NEA Priority: A Cabinet Post for Education



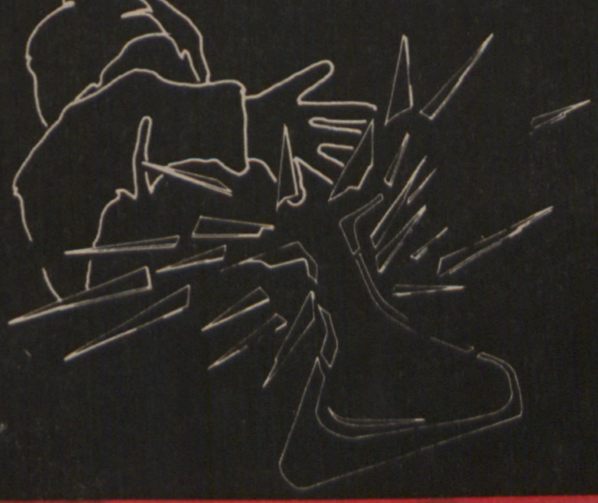
Page 8

NEA Recommends ROOTS: The Next Generations

Page 6

Student Injuries Can Land You in Court

NEA's Employment Liability Program Guards Your Rights



Page 4

An Open Letter from NEA President John Ryor and NEA Executive Director Terry Herndon

Using Your Dollars To Elect Friends of Education

Page 3

University of Massachusetts Gets First-Ever Master Contract

BOSTON—Salary increases of more than 20 percent and powerful grievance and academic freedom language highlight the newly ratified three-year contract between faculty at the University of Massachusetts and the university's board of trustees.

The agreement, ratified by an overwhelming 86 percent margin on November 22, culminates 18 months of negotiations and an organizing effort that began seven years ago.

The contract for 1,800 faculty members and librarians at UMass campuses in Boston and Amherst means that the Massachusetts Teachers Association has now reached agreements for its members on four major higher education fronts: the 15-campus Massachusetts Community College System, the 10-campus State College System, the University of Lowell, and now UMass.

The grievance procedure, labeled "as good as that contrived in any higher ed contract in the country" by MTA negotiator Jack Polidori, limits the entire procedure, from filing to final and binding arbitration, to 160 days. Under UMass' old system, grievances frequently languished for two to three years.

The academic freedom language embraces the 1940 AAUP statement of principles, but strengthens it by adding that "faculty members are entitled to full freedom in research and in the publication of the results." The article also makes it impossible for the UMass administration to discipline or deprive any faculty member of "any professional advantage for exercising their rights to academic freedom" or as protected under the First Amendment of the U.S. Constitution.

Florida's Political Powerhouse: FTP-NEA Moves into New Home

TALLAHASSEE—Only four years old, the Florida Teaching Profession (FTP-NEA) has moved into a new permanent home—symbolizing its phenomenal membership growth, professional commitment, and political strength.

With 31,000 members, NEA's Florida affiliate is the state's largest teacher organization and one of the most visible lobbying groups in the state.

"FTP-NEA's success during this past election shows the tremendous increase in our political clout," says Wally Orr, FTP-NEA president. "In four short years, FTP-NEA has become the most powerful political force in Florida."

FTP-PAC, the political action arm of FTP-NEA, had a 75 percent win record in state house and senate races during last fall's elections.

The most exciting triumph was FTP-NEA's early endorsement of successful gubernatorial candidate Bob Graham. FTP-PAC contributed $9,000 to the Graham campaign, the maximum allowed by law. In addition, another $12,000 was contributed to the Graham campaign by FTP-NEA's local affiliates.

FTP-NEA helped give primary underdog Graham early name recognition through the FTP-NEA *Advocate* newspaper. The result of the activity was a victory for Bob Graham and education, despite endorsements of another candidate by the AFT, AFL-CIO, and other labor organizations.

The new FTP-NEA headquarters is located just one block from the state capitol building here.

The new home of FTP-NEA was built at the turn of the century. NEA's Florida affiliate purchased the building in 1977, completely remodeled the interior, and restored the brick and stucco façade.

NEA Joins Court Brief To Block State Control Over Federal Programs

Permitting states to reappropriate federal funds will frustrate, if not destroy, many federal programs, NEA President John Ryor tells reporters in Washington, D.C. NEA has joined with 31 other national organizations in asking the Supreme Court to review Shapp v. Casey, *a suit challenging the constitutionality of a Pennsylvania reappropriation law. At left is Frank Pohlhaus, Washington counsel, National Association for the Advancement of Colored People.*

WASHINGTON, D.C.—NEA and 31 other national organizations representing higher education, public schools, labor, and minority groups have banded together to urge the Supreme Court to overturn a 1976 Pennsylvania law permitting state legislative control over federal programs.

In an *amicus* brief, the 32 groups asked the High Court to review the case of *Shapp v. Casey*, in which the lameduck Pennsylvania governor is challenging the constitutionality of his state's law—enacted by the legislature over his veto. The Pennsylvania law mandates that no federal funds be spent in the state until they are first approved and "reappropriated" by the legislature.

Florida, New York, Iowa, Missouri, Colorado, and other states have considered or are considering similar legislation.

Speaking at a press conference here, NEA President John Ryor and other organizational representatives stressed that giving legislatures the power to pick and choose which federal programs can be funded in their states will "frustrate, if not destroy" major programs in the national interest passed by Congress after careful deliberation. At stake is more than $80 billion a year in federal aid to education, libraries, health programs, scientific research, and programs to aid minorities.

NEA REPORTER

The REPORTER (ISSN 0027-6405) is published eight times a year (September, October, November, December, January/February, March, April, May/June) by the National Education Association of the United States,
1201 16th St., N.W.
Washington, DC
20036

REPORTER telephone:
202-833-5440

Member: Edpress

Readers' letters are encouraged; please address them to the editor.

John Ryor
President
Terry E. Herndon
Executive Director
Susan Lowell
Publisher
Marshall O. Donley, Jr.
Editor
Sal Streett *(on leave)*
Barbara Lawless
Ben Kittner
Assistant Editors
Leslie A. Azia
Assistant to the Editor

NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, DC, and at additional mailing offices.

Design by **William J. Kircher & Associates.** Photo credits: page 2 (top right) **Carolyn Salisbury,** (bottom) **Rick Eoff;** page 3 **Joe Di Dio;** page 6 (inset photos) **ABC-TV,** (others) **Joe Di Dio;** page 7 (top left and center) **Joe Di Dio,** King stamp (lower right) **copyright U.S. Postal Service;** pages 8, 9, 10, and 11 **Joe Di Dio;** page 13 (left and top right) **Beulah Johnson,** (bottom right) **John Williams.**

Using Your Dollars To Elect Friends of Education

An Open Letter from NEA President John Ryor and NEA Executive Director Terry Herndon to NEA Members in

Connecticut
Idaho
Illinois
Kansas
Kentucky
Maine
Michigan
Nebraska
New Hampshire
Pennsylvania
Rhode Island
South Dakota
Vermont
Washington
Wisconsin
Wyoming

The National Education Association Political Action Committee (NEA-PAC) was established by NEA at the beginning of the 1972-73 membership year. Its purpose is to receive voluntary contributions from NEA members and to use these contributions to help elect pro-education candidates to federal office.

Although political action committees such as NEA-PAC expressly were authorized by the Federal Election Campaign Act in 1971, the implementing rules and regulations of the Federal Election Commission (FEC), which is the agency charged with the responsibility for administering the Act, did not become effective until 1977. As a result, it was not entirely clear during the intervening years which systems might lawfully be used by NEA-PAC in order to solicit contributions from NEA members.

As you may be aware, the United States District Court for the District of Columbia recently held that one of the solicitation systems used by NEA-PAC during the 1974-75, 1975-76, and 1976-77 membership years violated the Act. The National Right-to-Work Committee and other anti-teacher groups have seized upon this case and, in an effort to discredit NEA-PAC, have grossly distorted both the facts and the holding. This letter seeks to set the record straight.

Beginning with the 1973-74 membership year, NEA members were asked to make a voluntary contribution of $1 annually to NEA-PAC, in addition to their regular membership dues. It was recognized that those persons who chose to pay their membership dues through payroll deduction would, if they wished to make a NEA-PAC contribution, prefer to do so in the same manner. In attempting to make the necessary arrangements for this, however, many local associations found that school boards were mechanically unable, or at least unwilling, to deduct different amounts for different NEA members (*i.e.*, dues plus $1 for NEA members who elected to make a contribution to NEA-PAC; only dues for NEA members who elected not to make such a contribution). These school boards insisted that a uniform amount be deducted for all NEA members.

In order to meet this insistence on uniformity, the "reverse check-off" system was developed for NEA members who elected to pay their membership dues through payroll deduction. Under this system, the amount of the payroll deduction would be set at NEA dues plus $1 for all NEA members. Each member would be informed that (1) the $1 was a voluntary contribution to NEA-PAC; (2) it was not required as a condition of membership; and (3) he or she could request a $1 refund. If such a request was made, the $1 would be paid to the member as soon as possible after receipt of the request.

In 1973, prior to its implementation, the reverse check-off system was presented to NEA's Representative Assembly, which overwhelmingly recommended it for general use by NEA affiliates. Following this action, 16 state associations utilized the reverse check-off system to collect NEA-PAC contributions during the 1974-75, 1975-76 and/or 1976-77 membership years.

In 1976, FEC informed NEA that it considered the reverse check-off system unlawful. NEA disagreed and several meetings were held with FEC in an effort to resolve the dispute informally through conciliation. This effort was unsuccessful, and on September 28, 1977, FEC filed a lawsuit in the United States District Court for the District of Columbia challenging the reverse check-off system. Named as defendants were NEA, NEA-PAC, and the state associations that allegedly had used the system.

On July 20, 1978, the District Court held that the defendants had violated the Act when they used the reverse check-off system to collect NEA-PAC contributions. The Court then turned to the question of remedy. In its complaint, FEC sought a three-fold remedy. It asked that the defendants be (1) enjoined from further use of the reverse check-off system; (2) ordered to return all money collected by the system; and (3) assessed a substantial civil penalty. The Court concluded that "although the injunctive relief is merited, the two remaining remedies are too severe."

The Court declined to assess a civil penalty since it found that the defendants' violation was "not in the nature of intentional disregard of the rights of [their] dissenting members." It also rejected FEC's request that all money be returned, commenting as follows: "Certainly many NEA members who used reverse check-off knew that the dollar political contribution was being deducted and wanted to make that contribution. Requiring the NEA to return all money collected would thus infringe unnecessarily on the rights of those members." Accordingly, in addition to enjoining the defendants from using the reverse check-off system to collect NEA-PAC conributions, the Court ordered them to: "[P]repare a plan pursuant to which their members will be informed of this lawsuit and the decision of this Court and will be afforded the opportunity of having refunded at no expense to them and with minimal effort on their part the money that has been deducted from their paychecks through reverse check-off."

On November 2, 1978, the Court approved a plan pursuant to which NEA-PAC must return all contributions collected through the reverse check-off system unless the contributor expressly authorizes NEA-PAC to keep the money in question.

Although the decision of the District Court regarding the illegality of the reverse check-off has been appealed, the appellate court is unlikely to rule for many months and we are taking various corrective steps in the interim. Specifically, NEA and the state associations involved are instituting a program which is designed to remove any taint from the NEA-PAC contributions which were collected through the reverse check-off system. In some states, persons will be asked to sign cards expressly approving their prior contribution, while in others they will be urged not to cash refund checks which will be sent to them.

Those of you who contributed to NEA-PAC through the reverse check-off system will be contacted during the coming months. If you wanted to make the contribution—and if you support the efforts of NEA-PAC to elect pro-education candidates to federal office—please cooperate with us in this effort and allow NEA-PAC to keep the money.

Democrats Target Cabinet Department of Education

MEMPHIS, TENN.—Delegates to the Democratic Party's midterm conference here last month approved a resolution calling for a Cabinet-level Department of Education and urged Congress to act promptly on the measure—NEA's top legislative priority.

Action on the separate Education Department and debate on other issues, including the economy and the prediction of tight budgets, were among the highlights for some 100 NEA teacher delegates and replacement delegates who attended the Democratic conclave here. NEA President John Ryor served as a conference officer.

NEA teachers, comprising the largest group from any single organization represented at the conference, demonstrated their political prowess by capturing seven seats on an advisory body to the 1980 Democratic Platform Committee.

In approving the proposal to elevate education to Cabinet-level, the 1,500 conference delegates heard supportive comments from three persons headed by Alice McDonald, a teacher from Prospect, Ky., and a member of the Executive Committee of the Democratic National Committee. McDonald was among seven teachers elected to the platform committee advisory group.

HEW Secretary Joseph Califano told the NEA teacher caucus that President Carter is "unyielding" in his commitment to a separate Department of Education. The Administration will press for early enactment as Congress reconvenes, he said.

Explaining the frustrations as a classroom teacher in the treatment of education at the federal level, Jeannette Council of Fayetteville, N.C., said: "At the present time, educational programs are so scattered that educators do not know who to turn to to cut through all the red tape that we find at the national level. We need to centralize all educational programs to eliminate needless waste of funds and to simplify procedures to receive services."

There were no speakers opposing the new Department.

Prospect, Kentucky, teacher Alice McDonald sees a new Department of Education as "a giant step" toward meeting the present challenge—"to formulate an administrative structure at the federal level which can best serve the goals of equity, opportunity, and diversity" in education.

NEA President John Ryor speaks at a workshop panel in Memphis. Others (left to right) are Vice-President Walter Mondale; Marion Barry, Washington, D.C., mayor-elect; Texas state legislator Wilhelmina Delco; and Mary Berry, HEW assistant secretary for education.

Your Association Liability Program Protects You at No Cost

Student Injuries Can Land You in Court

Teachers across the country are discovering that their chosen profession is landing them in court as defendants, sued for thousands and often several hundreds of thousands of dollars when a student is injured.

Consider these actual instances:

- A high school student in the East was performing a textbook experiment in chemistry class, but he mixed the wrong components and accidentally struck the flask. The resulting explosion severely injured the student's hand. He then sued his chemistry teacher for $300,000, alleging that the teacher gave improper instructions.
- In the Midwest, two first grade teachers were threatened with a lawsuit by the parents of a student who lost the sight in one eye after being struck by pellets from a BB gun brought to school to be used as a prop in a frontier play.
- A Western student, who sustained a severe eye injury when another student threw something at him, attempted to sue his teacher for over $100,000.
- A six-year-old Southern youngster ran through the glass door to his classroom, sustaining serious cuts and permanent damage to one eye. The teacher, principal, and school district were sued for over $210,000.

Each teacher mentioned above was protected by NEA's Educators Employment Liability Program.

The insurance company either completely exonerated the teacher in court, or else settled for amounts ranging from $7,500 to $45,000, far less than originally requested.

Various NEA state affiliates have carried liability insurance since the early 60's, and NEA has itself offered coverage on a national level since September 1976 at no cost to NEA members.

NEA's coverage includes up to $250,000 protection for each incident arising out of a teacher's employment, plus the cost of attorneys' fees and court costs. States can purchase extra coverage up to $750,000.

A major feature of the liability program is that each individual teacher is covered up to the maximum in each event. For instance, if several teachers were sued for alleged negligence arising out of the same incident, each one would be covered *individually* up to the maximum policy limit.

The liability program also pays attorney fees up to $2,500 for each teacher charged with a criminal act as a result of inflicting corporal punishment upon a student.

As students and parents, like society in general, become more litigious, teachers can rely upon NEA's program to protect them from personal financial liability.

NEA EDUCATORS EMPLOYMENT LIABILITY PROGRAM
SUMMARY PLAN DESCRIPTION

I. INTRODUCTION

The purpose of this summary is to inform NEA members about the structure and principal provisions of the 1978-79 NEA Educators Employment Liability Program, referred to as the "EEL Program." Please remember that this is only a summary. If there is any conflict or inconsistency between this summary and the underlying contracts and documents, the contracts and documents must be controlling.

The "EEL Program" is an insurance plan designed to protect you, as an NEA member, against financial liabilities incurred as a result of certain kinds of accidents occurring in the course of your employment including certain costs of providing a legal defense to claims against you.

The Program is administered by NEA and its state affiliates and is underwritten by the Horace Mann Insurance Company. The entire premium for the plan is paid by NEA and its state affiliates.

This summary is being furnished in compliance with the Employee Retirement Income Security Act of 1974 (ERISA). As participants in the EEL Program, you are entitled to certain rights and protections under ERISA. These rights are summarized in Part VII of this summary.

II. GENERAL INFORMATION

PLAN NAME/SPONSOR The Plan is generally known as the NEA Educators Employment Liability Program ("EEL Program"), and is sponsored by the National Education Association of the United States (NEA), 1201 Sixteenth Street, N.W. Washington, DC 20036, for its members.

TYPE OF PLAN/IDENTIFICATION NUMBERS The EEL Program is a welfare plan providing accident liability insurance and reimbursement for attorney fees and court costs. NEA has been assigned identification number 530115260 by the Internal Revenue Service. NEA has assigned Number 523 to this Plan.

ADMINISTRATION/PLAN ADMINISTRATOR The EEL Program is administered by NEA pursuant to resolutions adopted by its Board of Directors and Executive Committee and pursuant to agreements between Horace Mann and NEA. Communications concerning any aspect of the Program should be addressed to Educators Employment Liability Program, c/o NEA, Teacher Rights, 1201 Sixteenth Street, N.W., Washington, DC 20036. The telephone number of NEA Teacher Rights is (202) 833-4267.

SERVICE OF PROCESS If legal action involving the Program is necessary, legal process may be served upon the Plan Administrator. The person designated as agent for service of legal process is Lynn Ohman, c/o NEA, Teacher Rights, 1201 Sixteenth Street, N.W., Washington, DC 20036.

TRUSTEES / COLLECTIVE BARGAINING AGREEMENT Since all assets of the Program consist of insurance contracts and funds held by a licensed insurance company, there is no trust under the Program and no trustees. In addition, the EEL Program has *not* been established and is not being maintained pursuant to the terms of any collective bargaining agreement with any employer.

III. ELIGIBILITY

MEMBERS All NEA members, including members of state and local affiliates, and retired and life members are automatically covered by the EEL Program. Your state education association may elect to purchase additional coverage for associate state members.

IV. COVERAGE

Under the EEL Program, you are entitled to reimbursement for damages, up to a maximum of $250,000 ($500,000 or $750,000 if your state association purchases additional coverage), and legal expenses incurred to defend you, as a result of certain "accidents" which occur in the course of your employment. An "accident" is an act which inflicts damages to someone other than yourself. The phrase "course of employment" means while you are engaged in activity which was undertaken pursuant to the terms of the employment contract or the request or approval of your supervisor.

EXCLUSIONS You are *not* covered if the suit against you is:

- brought by another employee of an educational unit;
- based upon liability which you have expressly assumed under any contract or agreement;
- seeking solely declaratory, injunctive, and/or similar nonmonetary relief;
- based solely upon an alleged violation of any civil rights;
- any violation of the criminal law, except civil damages arising out of your use of corporal punishment.

Certain activities are also excluded from coverage under the EEL Program including:

- the rendering of medical services except by licensed school nurses and physical therapists;
- a publication or utterance of defamatory statements;
- ownership, maintenance, operation, use, loading, or unloading of any vehicles *except:*
  1) driver training instructors in the course of their work;
  2) vocational education instructors engaged in teaching shop; and
  3) classroom teachers while supervising students entering or exiting a school bus.
- misuse of public and/or private funds;
- sale of food products or other goods manufactured by or under your supervision;
- use of firearms, except when physically restraining a student who is threatening others with firearms.

These are the major exclusions under this Program. Please consult the certificate of insurance for further details.

LEGAL AND DEFENSE FEES You will be reimbursed up

Questions and Answers

about NEA's Educators Employment Liability Program

The following questions and answers here address some of the major concerns NEA members have raised about coverage under the EEL Program.

Remember, though, that the answers presented here are not controlling. Every claim for benefits under the policy is reviewed and considered individually. Decisions about coverage are made on the facts of each particular claim and the policy language.

Why do I need liability insurance?
In your work as an educator you are frequently involved in situations in which accidents can occur causing injury to people under your supervision. If a student or a student's parents file suit against you, the EEL Program will protect you from personal financial loss, including payment of damages and attorney fees.

Does the program cost anything?
No, NEA and your state association pay the premium. You pay nothing out of pocket.

Who is covered?
All NEA members including active, retired, life, and associate members. State associate members may also be covered if their state association purchases supplementary coverage.

Aren't some members excluded from coverage?
No, all members are covered, however *certain activities which NEA members perform are excluded.*

What activities are excluded?
You are not covered, for example, for teaching or supervising "medical arts," for law enforcement or firefighting, or for preparing and distributing food.

In effect, if you are a classroom teacher, you are not covered for regularly dispensing prescription medicine; only school nurses are covered for this activity.

Law enforcement personnel such as school security guards are not covered for their policing work, however, classroom teachers who are forced to defend themselves or school property are covered.

Does the program provide protection for driver training teachers and auto shop vocational teachers?
Yes. Driver training teachers are covered for regular classroom activity and when riding as a passenger in a driver training vehicle in the regular course of their employment. Auto shop vocational teachers are covered against injuries which occur in the course of regular instruction in shop.

Is the coverage limited to incidents which occur within the school or on school grounds?
No. The program also provides coverage for other professional pursuits such as school athletics in which a student may be injured and the coach or supervising teacher is charged with negligence, student injuries in a school sponsored laboratory experiment, in shop training, while on class field trips or in supervised playground activity.

Does the program cover suits involving corporal punishment?
Yes. If you are named in a criminal suit which involves corporal punishment, you can be reimbursed for legal defense costs up to $2500.

Is "educational malpractice" covered?
The term "educational malpractice" is used generally to describe suits involving students who charge that their schools failed to teach them fundamental educational skills. To date, in all but one case, which involved extraordinary circumstances, the courts rejected these claims. Furthermore, to the extent that malpractice claims have been filed, the school board, not the classroom teacher, has been sued.

The AFT has repeatedly and incorrectly charged that the NEA does not provide "malpractice" coverage. What the AFT means by "malpractice" is unclear. A strict definition of "malpractice" refers to negligence claims against teachers similar to the types of claims which traditionally have been filed against doctors. Assuming that such a "malpractice" claim was made against an individual classroom teacher, the EEL Program would clearly provide coverage.

---

to a maximum of $2500 for attorney's fees and expenses incurred in the defense of any criminal proceeding arising out of your employment *except* if the proceeding is based solely on an alleged violation of a civil rights statute, or, the proceeding arises out of your action against another employee of an educational unit. Unless the proceeding is the result of your use of corporal punishment, you must be exonerated in order to receive reimbursement.

You will also be reimbursed up to $1,000 for bail bond premium as the result of an event occurring during your employment.

V. TERMINATION OF COVERAGE

Coverage under the EEL Program will be terminated or reduced under the following circumstances: If you cease to be an NEA member; NEA decides to discontinue the EEL Program as a whole; or, if your state affiliate elects to reduce or eliminate excess or supplementary coverage. Termination will not affect amounts due for claims arising prior to termination.

VI. CONTRIBUTIONS

SOURCE/AMOUNT/MEDIUM NEA and your state association pay the entire cost of the EEL Program. NEA pays the premium on the first $250,000 of liability coverage and your state association pays the premium on excess liability coverage up to $750,000. The amount is determined by the NEA and the insurance company.

This is an unfunded welfare plan. All contributions made by NEA and its state affiliates are applied to pay the premiums on the insurance policy issued by Horace Mann.

PLAN YEAR The Program's fiscal records are maintained on the basis of an accounting year which ends on August 31 of each calendar year.

VII. CLAIMS

INITIAL PROCEDURES If there is a claim for any benefits under the Program, you are to contact your state association's EEL coordinator within a reasonable time period and provide a copy of any and all relevant legal documents and a summary of the incident. The state EEL coordinator will thereupon forward to you the appropriate forms to fill out.

Should you be unable to contact your state association's EEL coordinator, you are to send a copy of all legal documents and the description of the events directly to Horace Mann, Special Risk Unit, 1 Horace Mann Plaza, Springfield, Illinois 62715.

REVIEW OF DENIED CLAIMS If you or any other person making a claim under the Program and NEA or the insurance company do not agree that benefits are payable, or do not agree as to the amount of the benefits payable, you should clearly state your objection(s) in a letter to NEA within sixty (60) days of the event. A grievance panel organized by the NEA Board of Directors will review your complaint. Direct your correspondence to Lynn Ohman, Manager, Teacher Rights, NEA, 1201 Sixteenth Street, N.W., Washington, DC 20036.

VIII. YOUR RIGHTS UNDER ERISA

As a participant in the EEL Program, you are entitled to certain rights and protections under ERISA. ERISA provides that all Program participants have the following rights:

- You have the right to examine, without charge, at the offices of NEA Teacher Rights, 1201 Sixteenth Street, N.W., Washington, DC 20036, all Program documents, including the insurance contract (with riders and amendments) with Horace Mann and the pertinent resolutions adopted by the NEA Board of Directors and Executive Committee for the administration of the Program. You may also examine, without charge, copies of all documents pertaining to the Program filed by NEA with the U.S. Department of Labor, such as detailed annual reports and plan descriptions.
- You have the right to obtain copies of all Program documents and other Program information upon written request to NEA Teacher Rights at the above address. NEA Teacher Rights may make a reasonable charge for the copies.
- You are entitled to summary financial reports for the year beginning August 31, 1978, when they become available.

In addition to creating rights for you, ERISA imposes duties on NEA and Horace Mann in its operation of the EEL Program. NEA is a "fiduciary." It has a duty to operate the Program prudently and in your interest. No one can prevent you from obtaining the insurance benefits to which you are properly entitled under the Program or from exercising your rights under ERISA. If your claim for a benefit is denied in whole or in part, you must receive a written explanation from Horace Mann for the denial. You have the right to have Horace Mann review and reconsider your claims. Under ERISA, there are steps you can take to enforce your rights. For instance, if you request Program materials to which you are entitled under ERISA and do not receive them within 30 days, you may file suit in federal court. In such a case, the court may require NEA to provide the materials and pay you up to $100 a day until you receive the materials, unless the materials were not sent because of reasons beyond NEA's control. If you have a claim for benefits which is denied or ignored, in whole or in part, you may file suit in a state or federal court. If it should happen that Program fiduciaries misuse the Program's money, or if you are discriminated against for asserting your rights, you may seek assistance from the U.S. Department of Labor, or file suit in federal court. The court will decide who will pay court costs and legal fees. If you are successful, the court may order the person you have sued to pay these costs and fees. If you lose, the court may order you to pay these costs and fees, for example, if it finds your claim frivolous. If you have any questions about the EEL Program, contact NEA Teacher Rights. If you have any questions about this statement or about your rights under ERISA, contact the nearest Area Office of the U.S. Labor Management Services Administration, Department of Labor.

NEA Recommends "Roots: The Next Generations"

HENNING, TENN.—Two years ago millions of Americans saw the first segments of "Roots," and thousands of teachers told NEA they used the series in their classrooms.

On February 18-25, a second installment of the popular ABC series will air, entitled "Roots: The Next Generations."

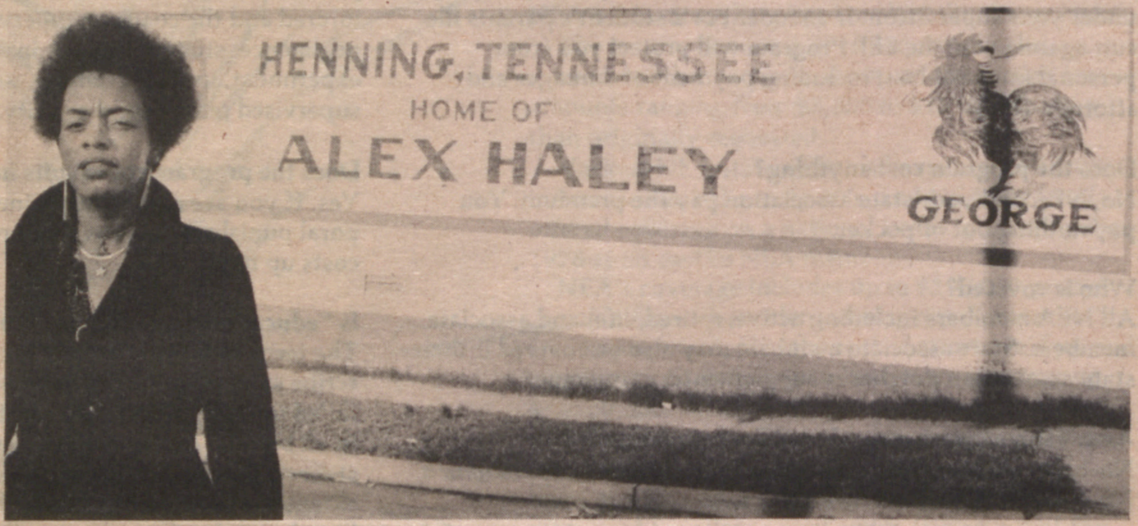
NEA teachers and staff were invited to a special preview in Henning, Tenn., where the old series ended and the new one begins.

The new 14-hour drama, recommended by NEA, continues the saga of one black family's struggle from slavery through the harsh years of Reconstruction and on through author Alex Haley's search for his roots. The new series follows four more generations of the family descended from Kunta Kinte. Beginning with Tom Harvey (son of Chicken George) and his family, the film shows nearly 100 wrenching years of American history, leading to the emergence of Alex Haley (played by James Earl Jones) and the writing of "Roots."

"I probably won't sleep tonight," said Pat Browne, chairperson of the NEA Black Caucus. "The preview was moving, touching, and very realistic. I feel very good that NEA will have its name on that show."

"I was totally impressed with the generation of 'Roots' that I saw before," said Jim Logan, a teacher from nearby Union City. "Everything at our home stopped during the first installment. We are looking forward to 'The Next Generations.'"

The original broadcast of "Roots" in 1977 was seen by an estimated 130 million people and earned a record 37 Emmy nominations.



Pat Browne, chairperson of the NEA Black Caucus, stands near a welcoming sign in Alex Haley's hometown of Henning, Tennessee. Browne was attending a special NEA preview of ABC-TV's "Roots: The Next Generations."

Classroom Guides Available

A single copy of the teacher's guide for ABC's "Roots: The Next Generations" is available from Prime Time School TV. The company prepares and sells guides for television shows. They will send one free copy of the "Roots" guide or one of the following: NBC's "Ishi" or "Brave New World," or PBS's "Edward The King."

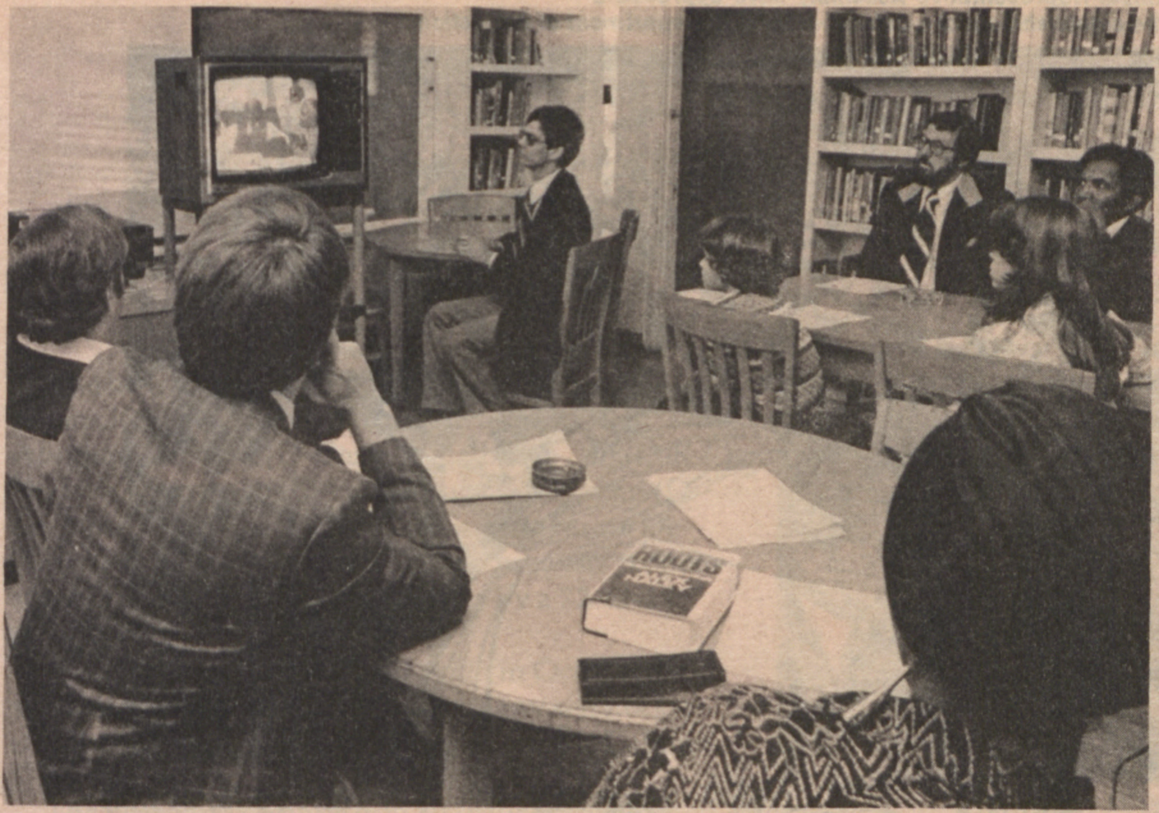
Ask for *one* guide and write to:

Prime Time School TV
120 S. LaSalle Street
Chicago, Illinois 60603

Evadell Comley, a teacher at Palmer Turner School in Henning, describes her reactions to a local television reporter after a preview of "Roots: The Next Generations." She said, "I feel especially moved because I remember Alex Haley's family and other people mentioned in the story."

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women



Henning, Tenn., teachers and townspeople join Tennessee Education Association and NEA staff members for a preview of "Roots: The Next Generations." The show will be aired beginning Sunday, February 18.

PALMER TURNER SCHOOL

The NEA preview of "Roots: The Next Generations" took place at the Palmer Turner School in Henning, Tennessee. Will Palmer was Alex Haley's grandfather and a Henning community leader who is portrayed in the February television series. Carrie Turner was a teacher who is seen (with a different name) in the first new episode. Standing in front of the school are Henning teachers Evadell Comley (left) and Frances Jacox (second from left); Rick Adams (third from left), president of the Lauderdale (Tenn.) Education Association; and Pat Browne (right), chairperson of the NEA Black Caucus.

Pregnant Workers Covered by Disability Benefits

WASHINGTON, D.C.—Public Law 95-555, pregnancy disability legislation signed by President Carter on October 31, 1978, scores a tremendous victory for female teachers and other working women.

The law amends Title VII of the Civil Rights Act of 1964, which prohibits discrimination against employees, by expanding the meaning of "because of sex" and "on the basis of sex": Women affected by pregnancy, childbirth, or related medical conditions must be treated in the same way for all employment-related purposes, including receipt of benefits under fringe benefit programs, as other employees not having these conditions who are similar in their ability or inability to work.

NEA vigorously supported this bill which Congress passed October 15, 1978, and was active in the Campaign to End Discrimination Against Pregnant Workers which was organized to overrule the Supreme Court's 1976 decision in *General Electric v. Gilbert* which allowed an employer to exclude pregnancy benefits coverage from a comprehensive insurance plan.

NEA's Seventeenth Human and Civil Rights Conference Will Examine the "New Right"

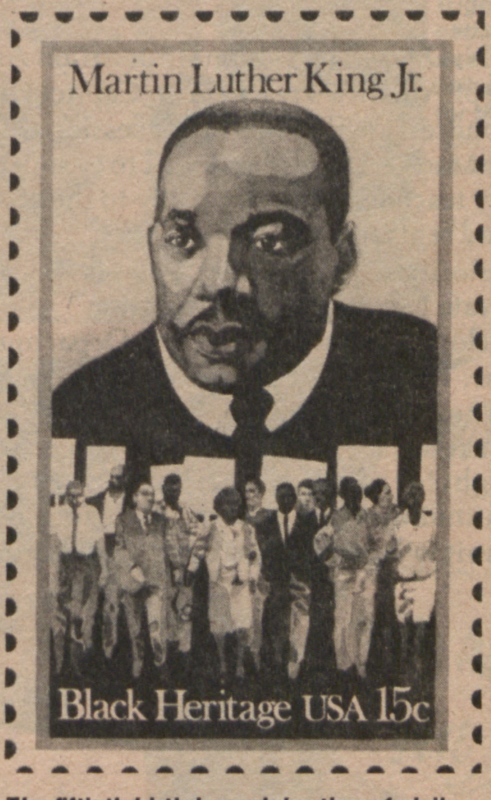
WASHINGTON, D.C.—The "Rise of the New Right: Human and Civil Rights in Jeopardy" will be the theme of the Seventeenth Annual Conference on Human and Civil Rights in Education. NEA Teacher Rights will hold the conference here February 23-25, 1979.

The emerging power of various right-wing groups in this country and their impact on public schools and on the rights of teachers, minorities, and women will be assessed throughout the two and a half day conference.

Speakers and panel discussions will explore the issues that have generated the antigovernment, antieducation, antitax mood of this country. Seminars will deal with tax limitation, opposition to collective bargaining and the Equal Rights Amendment, reverse discrimination, abridgement of teachers' personal freedoms, curriculum control, and book censorship.

Also examined will be the social, economic, and educational conditions that have made possible the current influence of the ultra conservatives.

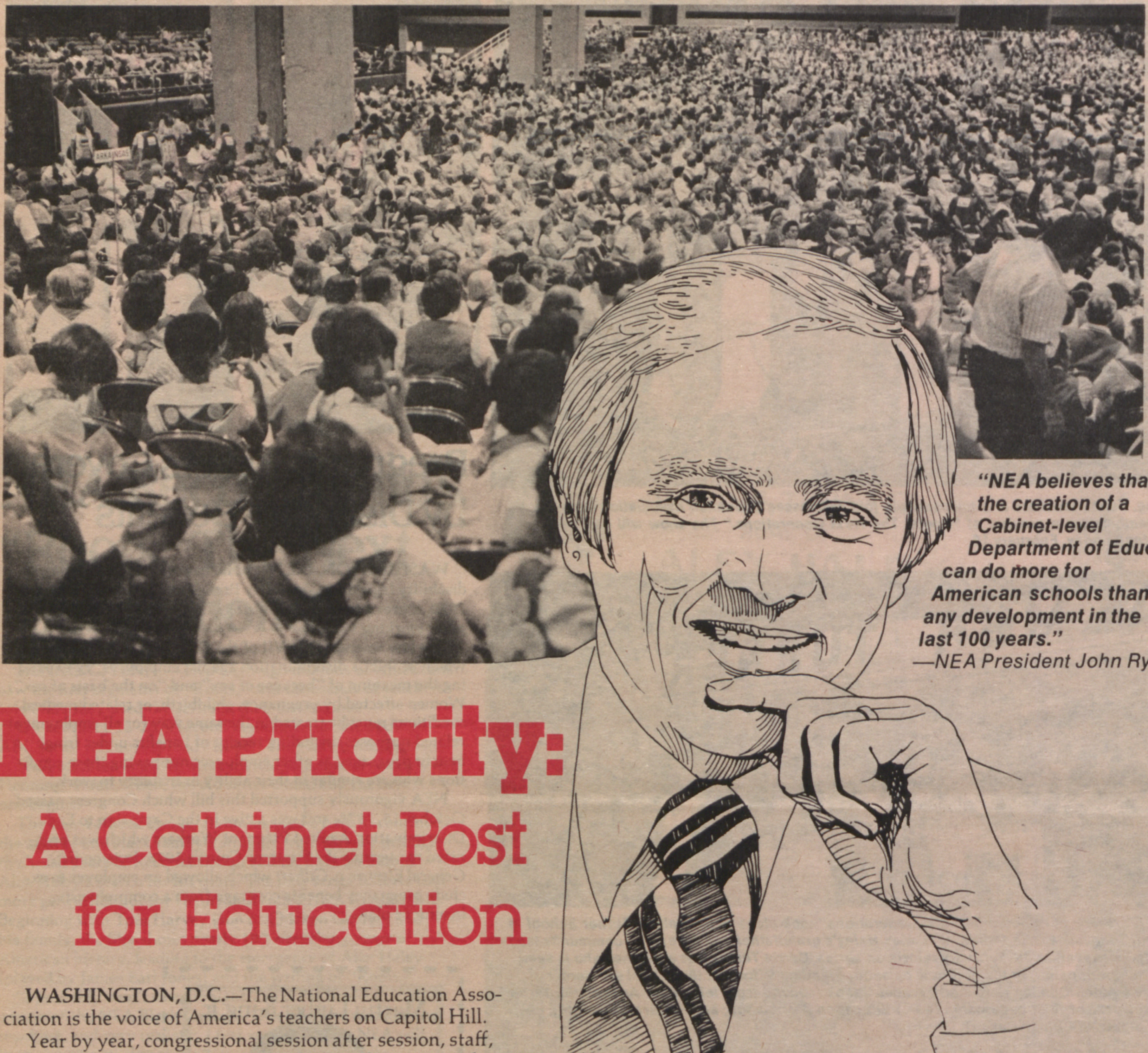
A form for requesting conference invitations and recommending others to be invited has been mailed to NEA and affiliate leaders and staff. Interested members who are not contacted may write to Lynette Johnson, NEA Teacher Rights, at NEA Center for further information.



The fiftieth birthday celebration of civil rights leader Martin Luther King, Jr., on January 15, 1979, will be marked with the release of this commemorative stamp and with NEA-sponsored programs urging nonviolence as the peaceful resolution of conflict.

NEA Teacher Rights has also developed packets of classroom materials, a poster, and reading and film lists which have been mailed to state associations for study of King's legacy.

Every year since 1969, the 8,000 teachers who make up the NEA annual Representative Assembly have approved a resolution that says: "The National Education Association urges the establishment of a cabinet-level U.S. Department of Education."



"NEA believes that the creation of a Cabinet-level Department of Education can do more for American schools than any development in the last 100 years."
—NEA President John Ryor

NEA Priority:
A Cabinet Post for Education

WASHINGTON, D.C.—The National Education Association is the voice of America's teachers on Capitol Hill.

Year by year, congressional session after session, staff, officers, and other Association leaders work to ensure that the priorities set by teachers come forcefully to the attention of U.S. senators and representatives.

One teachers' priority—since at least 1969—is the establishment of a separate Department of Education.

Congress came close to passing Education Department legislation last year. The Senate approved the bill by an overwhelming vote of 72 to 11, but the House of Representatives did not act on it before the session ended.

The teachers' fight for a Cabinet-level Department of Education is a continuing effort. How it began, how it has been pursued, how it will go on—that story is told beginning on this page.

NEA Goals:

Significant Legislative Support for Public Education

Human and Civil Rights in Education

Leadership in Solving Social Problems

An Independent, United Teaching Organization

Professional Excellence

Economic and Professional Security for All Educators

NEA Presses the 95th Congress for a Department of Education

The legislative push for a Department of Education begins in earnest in March 1977 when Senators Abraham Ribicoff (D-Conn.), Claiborne Pell (D-R.I.), Warren Magnuson (D-Wash.), and Sam Nunn (D-Ga.) introduce their bill to establish a separate Department. Eventually more than 60 senators cosponsor that bill and it passes the Senate by a 72-to-11 margin.

Hearings on the Senate bill begin in October 1977, with lead-off witnesses including many senators, members of the Citizens Committee for the Cabinet Department, and noted scholars.

The hearings continue into 1978, with senators hearing support for the Department from a wide variety of interests: teachers, professors, former HEW officials, the PTA. President Carter's formal support for the Senate bill is given during hearings in April by Jim McIntyre, director of the Office of Management and Budget.

As the hearings proceed—and as legislation makes its way through Congress—NEA lobbyists are at work on many fronts:

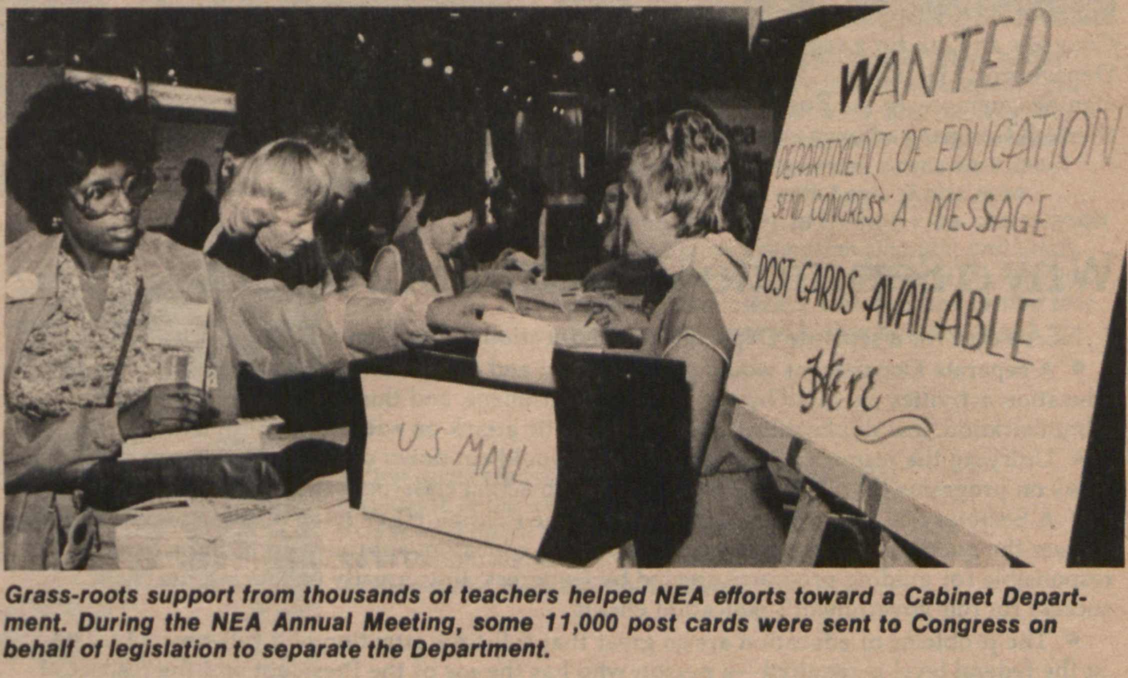
- NEA legislative staff hold weekly meetings with other education groups to concentrate their support.
- NEA Government Relations staff begin weekly meetings with White House personnel to plan strategy for moving the Department legislation.
- Teachers from around the nation, in state groups, come to Washington, D.C., to talk with their senators and representatives about the legislation.
- NEA itself presents testimony on behalf of the legislation, saying, among other things, that a separate Department of Education will do more for education than any other federal development in 100 years.
- NEA holds meetings with groups representing black and Hispanic minorities who favor the bill.
- NEA members keep up the pressure for the bill by sending thousands of cards, letters, and telegrams to Congress and to the White House.
- Behind-the-scenes contact with congressional staff helps guide the legislation on its way.
- Just before Senate passage of Department of Education legislation, NEA sends telegrams to every senator urging prompt consideration and support for the measure.
- Similar lobbying activities press for passage of legislation in the House of Representatives, where a committee has completed and voted out a bill 27 to 15.
- In the two-week period before passage in the Senate, NEA lobbyists personally contact staff members of 40 senators.
- NEA sends letters of thanks to the 72 senators who voted for the legislation and to congresspersons who supported the bill in the House.

Sen. Abraham Ribicoff (right), himself a former HEW secretary, was the key leader of the Senate bill to establish a separate Education Department. Sen. Sam Nunn (left), a cosponsor of the bill, testified that "nothing is more important than the education of our citizens. By taking education out of the ever-growing, massive HEW Department, the federal government will have a single, strong voice to meet our future education challenges."

A Cabinet Department of Education would help teachers teach, NEA told Congress in testimony last year. "Our focus is on the child and on how we, as classroom teachers, can best provide education opportunities for the citizens of this nation," NEA President John Ryor told senators.

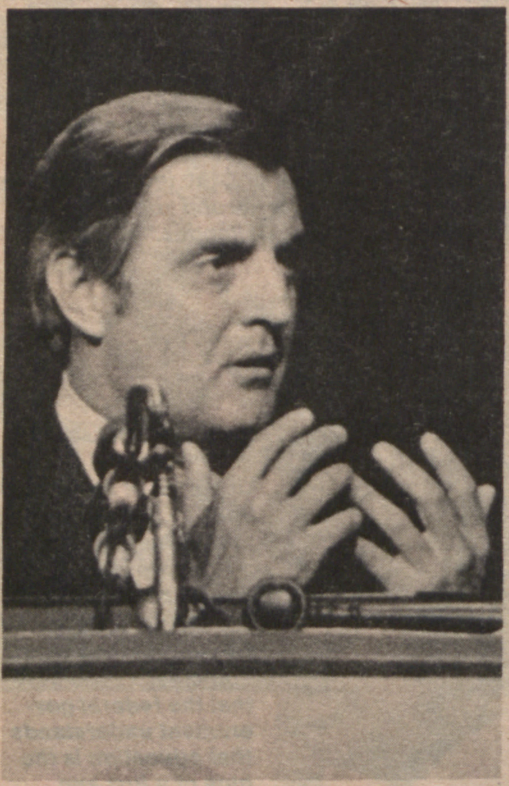
James Farmer, executive director of the Coalition of American Public Employees, told Congress that a separate Education Department is essential because it would provide "new and clear evidence that the federal government understands that education is the glue of a just and civil society."

Hundreds of behind-the-scenes meetings like this took place during the thrust for Education Department legislation. Here NEA legislative specialist Gail Bramblett (right) and Illinois Education Association President Mel Smith (center) talk over floor strategy for the Senate bill with Sen. Charles Percy (R-Ill.).



Grass-roots support from thousands of teachers helped NEA efforts toward a Cabinet Department. During the NEA Annual Meeting, some 11,000 post cards were sent to Congress on behalf of legislation to separate the Department.

Department Fight Goes to New Congress

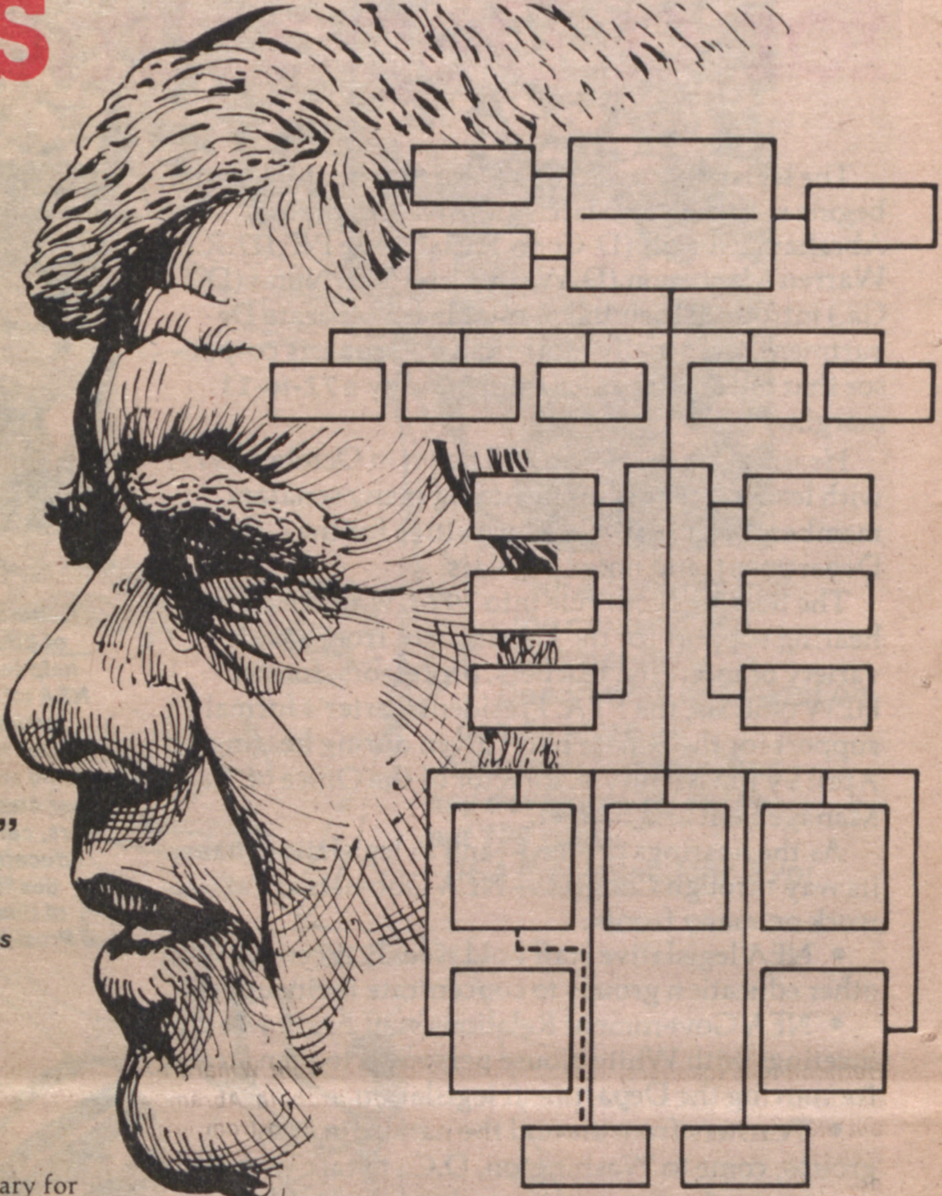


Reiterating President Carter's support for a Department of Education, Vice-President Walter Mondale told educators: "We will have a signing ceremony in the Rose Garden before the 96th Congress adjourns."

Ending the HEW Morass

"It's time to take another major step by creating a separate Department of Education"

—President Carter in his State of the Union address



A separate Cabinet Post for Education remains a top NEA priority as the 96th Congress begins its first session.

Legislation establishing the post passed the Senate last year and had majority support in the House of Representatives, though it did not come to a vote there.

Teacher lobbyists were already making congressional contacts on behalf of legislation for an Education Department even before the January 15 start of the new session of Congress.

Meanwhile, the Carter administration has reiterated its strong support for the Education Department.

Vice-President Walter Mondale told a meeting of the West Virginia Education Association that "President Carter will go back to Congress and ask for a separate Education Department." He added: "We will have a signing ceremony in the Rose Garden before the 96th Congress adjourns."

Mary Berry, HEW assistant secretary for education, told a meeting of the Council of Chief State School Officers that "we are determined that we will get that legislation passed in the next session. The President's support is unequivocal."

NEA has also received assurances from the staff of President Carter's reorganization project that the Education Department will be a top administration priority in the coming Congress.

As new sponsors of Education Department legislation were being lined up, NEA President John Ryor reemphasized the Association's commitment to the Cabinet post priority. "This is legislation that answers a critical need. This is legislation that will make a difference for our schools, our teachers, our citizens.

"We will not slow our momentum now," he concluded.

President Jimmy Carter has been a staunch ally of teachers in their drive for a Department of Education.

Back in 1975, when he was a candidate, Carter issued a press release favoring the separate Department.

In June 1976, in a candidate's statement appearing in the *NEA Reporter*, Carter said: "I am in favor of creating a separate Cabinet-level Department of Education. The result would be a stronger voice for education at the federal level."

In April 1977, NEA President John Ryor and Executive Director Terry Herndon met with the new U.S. President to reinforce NEA's support for the new Department.

The next month, President Carter set up an Education Task Force to study establishing a Department of Education.

In January 1978, President Carter announced his final decision: "It is time to take another major step by creating a separate Department of Education."

A few months ago, after Congress had adjourned without final passage of Education Department legislation, the White House let it be known that the President's support for the Department continues to be "unequivocal." HEW Assistant Secretary for Education Mary Berry said, "We are determined that we will get that legislation passed in the next session."

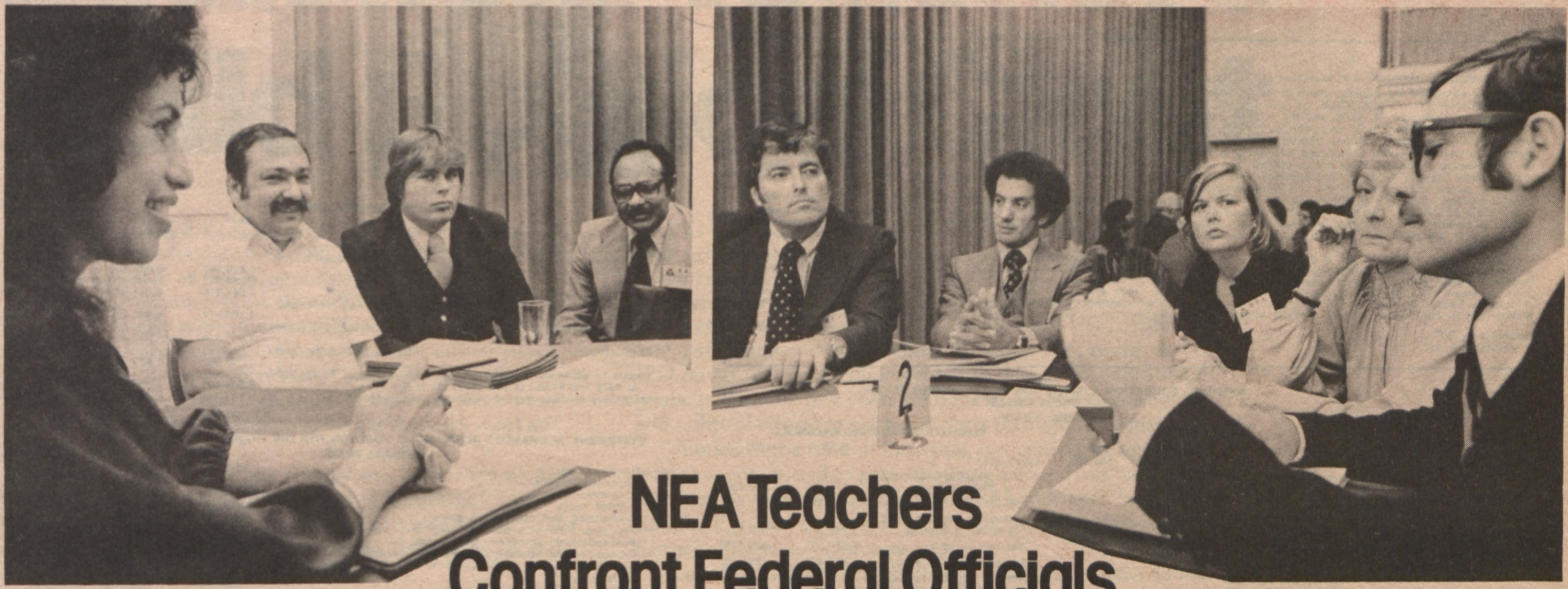
Why a Separate Department of Education?

NEA's case for a separate Department of Education is based on five major considerations:

- A separate Department would give direction and coordination to the widely scattered education activities operated by the federal government, and this would result in better administration, less duplication, a more systematic attack on education's problems.
- Unifying the responsibility for education would cut down on money wasted or thrown away on programs that don't apply or transfer to actual classroom situations.
- A Secretary of Education—separate from the existing HEW bureaucratic sprawl—would answer the questions Congress has in authorizing education appropriations and would be responsible for guiding programs created by Congress, thus greatly enhancing the chance of success for our government's education efforts.
- The problems of education are so great that full-time attention of a full-time advocate at the federal level is required—a person who has the ear of the President and the respect of Congress.
- A Cabinet-level education officer, with visibility and prestige, would promote educational sensitivity throughout the federal government.

NEA Teachers Confront Federal Officials

The evening before visiting officials at the Office of Bilingual Education, teachers discuss questions they will ask. From left to right are Eleanor Kaloi Dalton (Utah), NEA-IPD staff member Carmel Sandoval, Marty Dahl (Iowa Student NEA president), Jose Larrieux (Puerto Rico), Hal Mosher (Overseas), Joseph F. Riccio (District of Columbia), Pattie Johnson (Missouri), Jean Blachford (New Jersey), and Robert Packard (Connecticut).



NEA Executive Director Terry Herndon tells teachers, "Today you'll be moving throughout the city, talking to people who are too often lost in policy making."

Elizabeth Abramowitz
Mary Berry
John Ellis
Patricia Graham

NEA Vice-President Willard McGuire (center) chairs discussion with four top federal education officials. Teachers questioned Elizabeth Abramowitz (left), White House Domestic Policy Staff assistant director for education; Mary Berry (second from left), assistant secretary of education in the U.S. Department of Health, Education, and Welfare; John Ellis (second from right), executive deputy commissioner for education programs, U.S. Office of Education; and Patricia Graham (right), director, National Institute of Education.

WASHINGTON, D.C.—More than 200 teacher-leaders attended NEA's Instruction and Professional Development conference in early November, breaking up into smaller groups to visit government officials who administer federal education laws.

NEA Executive Director Terry Herndon set the pace when he told teachers that middle-level federal policy-makers constitute "an invisible bureaucracy" which suggests changes to their supervisors and to Congress. "Their thinking now may be obsolete and irrelevant. They may never know unless they hear it from you," Herndon said. "They'll change only if we change them."

NEA leaders stressed that it's not enough just to pass a law, either on the federal or state level. Teachers must also monitor educational programs to make sure that the spirit of the law is carried out.

The 200 teachers divided into smaller groups to visit 16 different federal educational programs, plus the Corporation for Public Broadcasting. The national programs visited ranged from the Task Force on Basic Skills to the National Institute of Education.

The *NEA Reporter* followed teachers who visited the Bureau of Education for the Handicapped and the Office of Bilingual Education, both part of the U.S. Office of Education.

The visit to BEH resulted in a major concession: officials agreed that when BEH staff members make inspections of handicapped programs in each state, NEA members will be allowed to meet with them. Previously, BEH talked only to school administrators to determine whether programs for handicapped children are working.

Questioning federal education officials about differences in the way national educational programs are supposed to work, and the way they really do, are Linda Pondexter (left), Arkansas IPD Committee chairperson, concerned about Title II, which deals with basic skills; John Thompson (far left) of Hawaii, vice-chairperson of NEA's Higher Education Council; and Edith Swanson (above), vice-president of the Michigan Education Association, who was concerned that "the average teacher knows nothing about Title 1."

"What guarantee is there that bilingual education graduates in the federally backed program go on to teach bilingual education?" demands Eleanor Kaloi Dalton, member of the Utah Education Association's state IPD committee.

NEA FINANCIAL REPORT TO MEMBERS

by Secretary-Treasurer John T. McGarigal

To the Executive Committee and Members of the National Education Association of the United States:

We have examined the balance sheet of the General Fund, Capital Improvement Fund and Special Purpose Funds of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES (a nonprofit corporation incorporated by Act of the United States Congress) as of August 31, 1978, and the related statements of General Fund activity and changes in financial position and the Special Purpose Funds activity and changes in fund balances for the year then ended. Our examination was made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances. The financial statements for 1977, which are presented for comparative purposes, were not examined by us; they were examined and reported on by other public accountants. Their report, dated October 17, 1977, was qualified with respect to the outcome of the lawsuit against the New York State United Teachers, which is discussed in the following paragraph.

As discussed more fully in Note 3 to the financial statements, membership dues receivable at August 31, 1978, include approximately $2,300,000 of unpaid membership dues for fiscal 1976 from the New York State United Teachers, which the Association is seeking to collect through legal action. Although management believes that the prospects for a favorable judgment in this matter are good and that the unpaid dues will ultimately be collected, we are unable to currently evaluate the outcome of this matter.

In our opinion, subject to the collectibility of the membership dues receivable referred to in the preceding paragraph, the accompanying financial statements present fairly the financial position of the General Fund, Capital Improvement Fund and Special Purpose Funds of the National Education Association of the United States as of August 31, 1978, and the results of their activities and changes in financial position for the year then ended, in conformity with generally accepted accounting principles. Except for the change (with which we concur) in accounting for depreciation described in Note 2 to the financial statements, in our opinion, the accounting principles were applied on a basis consistent with that of the preceding year.

Arthur Andersen & Co.

Washington, D.C.
November 6, 1978.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES BALANCE SHEET AUGUST 31

GENERAL FUND

ASSETS

	1978	1977
Cash	$ 297,671	$ 560,125
Membership dues receivable from certain state associations—		
Notes due over extended periods (Note 3)	429,450	540,444
Other, net of reserves for cancellations of $811,140 in 1978 and $781,374 in 1977 (Note 3)	10,944,636	10,666,235
Accounts receivable—publication sales and advertising	94,442	49,513
Amounts due from affiliates and other organizations (Note 2)	207,810	337,334
Amount due from special purpose funds (Note 1)	—	166,086
Investment in non-operating land and land improvements, at cost (Note 2)	980,705	955,373
Investment in securities at cost which approximates market	90,470	90,470
Other assets	573,559	707,074
Equipment, less accumulated depreciation of $40,990 (Note 2)	180,033	—
Total general fund assets	$13,798,776	$14,072,654

LIABILITIES AND FUND BALANCES

	1978	1977
Liabilities:		
Notes payable under line of credit (Note 6)	$ 1,200,000	$ 300,000
Installment note payable	154,246	—
Accounts payable and accrued liabilities	1,748,273	1,874,131
Accrued vacation	2,026,303	1,862,579
Accrued severance pay	887,490	789,423
Amount payable to state and local associations under indemnification agreements (Note 4)	397,411	1,028,365
Amount due to special purpose funds (Note 1)	1,193,142	—
Amounts held for affiliates and other organizations (Note 2)	298,417	188,636
Total liabilities	7,905,282	6,043,134
Fund balance:		
General reserve, beginning of year	6,975,412	10,049,484
Excess of expenses over income	(2,136,026)	(3,074,072)
General reserve, end of year	4,839,386	6,975,412
Operating reserve (Note 2)	1,054,108	1,054,108
Total fund balance	5,893,494	8,029,520
Total general fund liabilities and fund balance	$13,798,776	$14,072,654

CAPITAL IMPROVEMENT FUND

	1978	1977
Cash	$ 1,673	$ 55,640
Short term investments, at cost	440,000	—
Note receivable	—	350,000
Accrued interest receivable	—	4,958
Land, at cost	1,753,777	1,753,777
Building, at cost, less accumulated depreciation of $4,151,693 in 1978 (Note 2)	7,279,435	11,431,128
Total capital improvement fund assets	$ 9,474,885	$13,595,503

	1978	1977
Fund balance, beginning of year	$13,595,503	$13,565,753
Cumulative effect for the change in accounting for depreciation (Note 2)	(3,923,071)	—
Balance, beginning of year, adjusted	9,672,432	13,565,753
Interest income	31,075	29,750
Depreciation (Note 2)	(228,622)	—
Total capital improvement fund balance	$ 9,474,885	$13,595,503

STATEMENT OF GENERAL FUND ACTIVITY FOR THE YEARS ENDED AUGUST 31

	1978		1977
	Budget	Actual	Actual
Income:			
Membership dues (net of indemnification agreement allowances of $400,000 in 1978 and $1,100,000 in 1977) (Note 2)	$47,998,000	$46,955,344	$45,980,237
Advertising	500,000	731,169	526,105
Interest and investment income	275,000	113,777	143,389
Fees and services, principally from affiliates and other organizations	625,000	763,076	692,787
Miscellaneous	100,000	40,002	16,775
	49,498,000	48,603,368	47,359,293
Expenses by Goal:			
Human and Civil Rights in Education	5,359,964	6,952,362	4,909,027
Leadership in Solving Social Problems	348,852	273,430	316,374
An Independent, United Teaching Organization	6,550,143	8,250,491	5,336,067
Professional Excellence	4,636,060	4,479,470	4,387,595
Economic and Professional Security For All Educators	4,869,538	4,755,175	9,448,790
Significant Legislative Support for Public Education	2,171,289	1,837,646	2,076,035
Basic Support Systems—			
Research	1,345,924	1,479,021	1,159,115
Communications	2,556,825	2,342,122	2,259,966
Uniserv	10,106,641	9,622,751	9,336,998
Governance	3,274,950	3,109,476	3,044,025
Administrative Services	8,138,634	7,637,450	8,159,373
	49,358,820	50,739,394	50,433,365
Excess of (Expenses) Income	$ 139,180	$(2,136,026)	$(3,074,072)

The accompanying notes are an integral part of this statement.

SCHEDULE OF EXPENSES BY TYPE

	1978	1977
Salaries and benefits (Note 7)	$16,034,976	$15,529,912
Grants to and joint projects with state and local associations (including a grant to New York Educators Association of $3,000,000 in 1978 and $4,150,000 in 1977)	13,880,580	15,902,569
Travel	5,080,075	5,460,002
Publication costs	2,681,878	2,548,072
Outside services (including consultants, printing, legal and audit)	4,880,577	5,234,980
Office expenses (including telephone, office supplies and utilities)	1,917,314	1,919,484
Administrative expenses (including interest, insurance and rent)	1,007,962	687,402
Grants to affiliates (including grants to DuShane of $3,425,000 in 1978 and $1,600,000 in 1977) (Note 5)	3,668,620	1,830,740
Machinery rentals, repairs, materials and supplies	1,587,412	1,320,204
	$50,739,394	$50,433,365

STATEMENT OF CHANGES IN FINANCIAL POSITION FOR THE YEARS ENDED AUGUST 31

GENERAL FUND

	1978	1977
Sources of Cash:		
Membership dues—		
Current year	$38,718,762	$38,782,535
Prior years	8,676,581	8,322,514
Advertising and publication sales	1,544,234	1,234,638
Proceeds from matured short-term investments	—	2,000,000
Proceeds from short-term borrowings, net	900,000	300,000
Proceeds from liquidation of Pooled Investment Fund	—	1,746,812
Fees and services, principally from affiliates and other organizations	763,076	725,641
Interest and investment income	108,271	142,413
Excess receipts from special purpose funds	229,622	—
Excess receipts from affiliates and other organizations	258,104	42,465
Other	162,445	—
Total sources of cash	51,361,095	53,297,018
Uses of Cash:		
Expenses	50,337,571	50,888,839
Indemnification payments to state and local associations for loss of membership	1,030,954	1,202,228
Equipment purchases, net	25,787	—
Excess disbursements for special purpose funds	—	647,070
Commissions, production and promotional charges for advertising and publications	229,237	166,989
Other	—	153,331
Total uses of cash	51,623,549	53,058,457
Increase (decrease) in cash	(262,454)	238,561
Cash balance, beginning of year	560,125	321,564
Cash balance, end of year	$ 297,671	$ 560,125

BALANCE SHEET AUGUST 31, SPECIAL PURPOSE FUNDS (Note 1)

ASSFTS

	1978	1977
Cash	$ 199,725	$ 2,078
Receivables on contracts	—	30,232
Receivables from travel tour participants and agents	198,609	317,724
Advance payments made on travel tours	31,087	7,110
Advance payments to International Institute	—	2,864
Amount due from insurance trust	—	225,000
Amount due from Florida Education Association	—	96,000
Investment securities, at cost, which approximates market	182,749	182,794
Amount due from General Fund	1,193,142	—
Total assets	$ 1,805,312	$ 863,802

LIABILITIES AND FUND BALANCES

	1978	1977
Liabilities:		
Accounts payable and accrued liabilities	$ 1,305,996	$ 696,725
Deferred income on travel tours and the International Institute	65,981	89,295
Amount due to General Fund	—	166,086
	1,371,977	952,106
Fund balances (deficit), after deduction of deficit balances in certain funds of $219,253 in 1978 and $609,046 in 1977	433,335	(88,304)
Total liabilities and fund balances	$ 1,805,312	$ 863,802

STATEMENT OF ACTIVITY AND CHANGES IN FUND BALANCE FOR THE YEAR ENDED AUGUST 31, 1978

SPECIAL PURPOSE FUNDS

	Balance August 31, 1977	Income		Expenses	Balance August 31, 1978
		Association	Other		
DuShane Fund (Note 5)	$(111,515)	$3,425,000	$ 26,172	$ 3,336,177	$ 3,480
Reserve for Employee Retirement Benefits	278,252	—	—	15,175	263,077
Hilda Maehling Fellowship Fund	132,370	10,000	4,349	9,049	137,670
William G. Carr Scholarship Award	51,653	2,000	2,852	2,532	53,973
Educational Technology Contracts and Grants	7,344	—	2,053	1,250	8,147
School Nurses Project—Child Abuse	1,538	20,000	—	18,863	2,675
Global Teachers Meeting	468	—	—	264	204
Givens Room Project	278	—	—	199	79
National Institute of Education	—	—	358,243	357,892	351
Bicentennial Sculpture	648	—	—	648	—
Committee of International Relations	—	—	145,907	145,907	—
NAACP Assistance	45,993	—	—	—	45,993
USOE Ethnic Studies Grant	2,198	—	—	416	1,782
Teacher Exchange Project	—	—	135,157	—	135,157
Special Services and Educational Travel Trust Funds	(497,531)	—	8,503,289	8,225,011	(219,253)
	$ (88,304)	$3,457,000	$9,178,022	$12,113,383	$433,335

NOTES TO FINANCIAL STATEMENTS AUGUST 31, 1978

(1) COMPOSITION OF FUNDS

General Fund

The Bylaws of the National Education Association of the United States (the "Association") provide that the General Fund shall comprise all income received in the form of dues, interest, dividends, fees, earnings from advertising, sales of Association publications, payments for services and funds received by gift, bequest, devise or transfer to the Association which are not specifically designated for deposit in the Capital Improvement Fund. All operating accounts and debt services shall be paid out of the General Fund.

Capital Improvement Fund

The Capital Improvement Fund shall comprise the properties and permanent investments of the Association, and other funds or properties received by gift, devise, bequest or transfer for deposit in this Fund. Disbursement from the Capital Improvement Fund to acquire new properties or to provide for major long-term improvements in existing properties must be authorized by a two-thirds vote of the Board of Directors. Expenditures from this Fund for any other purpose must be authorized by a two-thirds vote of the Representative Assembly.

Special Purpose Funds

The Association has various Special Purpose Funds which consist of restricted funds or funds designated for specific projects and purposes. Special Purpose Funds include activities such as the DuShane Fund (see Note 5), government and private contracts and grants, the organization of travel tours and the administration of various services such as annuity and insurance plans for members.

(2) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Association is a nonprofit corporation incorporated under a special act of the United States Congress. During 1978, the Association's Federal income tax status was changed from 501(c)(6) to 501(c)(5) by the Internal Revenue Service based upon an examination of the Association's tax returns through the years ending August 31, 1976. The Association is exempt from Federal income taxes, except for income derived from unrelated business activities. For the years ended August 31, 1978 and 1977, the Association incurred a loss from these activities; and accordingly, no provision for income taxes has been included in the accompanying financial statements.

Governance Affiliates, Non-Governance Affiliates and Other Organizations

The Association provides various administrative services and acts as custodian for the funds of certain Governance and Non-Governance Affiliates and other organizations which also offer services to members of the Association and to other educators. However, each of these organizations has a separate Board of Directors and operates independently of the Association. Accordingly, the accompanying financial statements present the financial activity of the Association exclusive of these organizations, except for the funds held by the Association as custodian.

General Fund Budget

The budget of the Association is designed to achieve the goals and objectives of the Association. The budget amounts included in the statement of General Fund activity are as approved by the Association's Representative Assembly and amended by the Board of Directors, as set forth in guidelines approved by the Representative Assembly and the Board of Directors.

General Fund Operating Reserve

In accordance with the Association's Bylaws, the Board of Directors authorized the transfer of the excess of income over expenses for the year ended August 31, 1976, directly to an Operating Reserve. Appropriations from the Operating Reserve may be made only after approval by a two-thirds vote of the Board of Directors.

Life Membership

In July 1973, the Representative Assembly approved the discontinuance of life membership. However, all life membership applications received prior to that date will continue in force under their original terms which allow for the payment of life memberships in equal installments over a period of 10 years.

For the years ended August 31, 1978 and 1977, total life membership receipts were $1,703,000 and $1,796,000, respectively. Such amounts are included in membership dues in the accompanying statement of General Fund activity. At August 31, 1978, the aggregate outstanding balance receivable from life membership was approximately $2,837,000. This amount has not been recorded in the accompanying financial statements since it is not possible to estimate the amount which will ultimately be collected.

Investment in Non-Operating Land and Improvements

The Association (General Fund) owns approximately 27 acres of land in Reston, Virginia. The costs of owning the land, primarily real estate taxes, is added to its original cost when incurred. The Association has signed a sales contract with a contractor to sell the property at a price of $1,400,000. Settlement is anticipated to occur by April 1979.

Property, Equipment and Depreciation

Effective September 1, 1977, the Association changed its accounting policy and began recording depreciation on its building in the Capital Improvement Fund. This depreciation was recorded on the building retroactive to the date of construction, on the straight-line method. The accompanying financial statements include a one-time catch-up provision for depreciation through September 1, 1977 of $3,923,071.

The Association also adopted a policy in 1978 of capitalizing assets (principally furniture and equipment) in the General Fund with a cost in excess of $2,500 and to depreciate these assets on a straight-line method over the estimated useful life of the assets. Accordingly, depreciation was recorded in 1978 in the amount of $40,990. There were no assets acquired in prior years above this amount that would have an undepreciated balance at August 31, 1978.

(3) MEMBERSHIP DUES RECEIVABLE FROM CERTAIN STATE ASSOCIATIONS

A portion of the membership dues not paid by certain state associations is represented by interest-bearing and non-interest-bearing notes which are payable to the Association in varying amounts through 1982. The following is a summary of these notes, representing dues receivable applicable to fiscal years ending as shown, as of August 31, 1978 and 1977:

	Balance as of August 31	
	1978	1977
1972 and prior	$167,634	$185,489
1975	250,000	250,000
1976	—	104,955
1978	11,816	—
	$429,450	$540,444

As a result of an action taken at its 1976 Representative Assembly, the New York State United Teachers ("NYSUT") terminated its affiliation with the Association as of March 5, 1976, and ceased transmitting to the Association the fiscal 1976 dues of the Association members in New York State. At August 31, 1978 and 1977, the amount of dues not transmitted was $2,329,000. The Association has instituted legal action against NYSUT to collect the unpaid dues and other damages based upon the Association's contention that NYSUT violated a Merger Agreement and Plan of Consolidation. NYSUT has filed a countersuit and has reported that it is holding $1,000,000 to cover alleged claims against the Association.

Management believes that the prospects for a favorable judgment in this matter are good and that the unpaid portion of the dues will be collected. Accordingly, no provision for loss has been included in the accompanying financial statements.

(4) AMOUNT PAYABLE TO STATE AND LOCAL ASSOCIATIONS UNDER INDEMNIFICATION AGREEMENTS

The amount payable to state and local associations under Indemnification agreements represents an estimate of the Association's liability to certain state and local associations for reimbursement of their losses in membership income for a period up to three years subsequent to the year of unification. The actual amount of the liability cannot be finally determined until the state and local associations submit their claims for reimbursement.

(5) DuSHANE FUND

The DuShane Fund was established by the Representative Assembly to protect the human, civil and professional rights of educators. As of August 31, 1978, $1,452,000 in loans were outstanding to teachers and state associations. The ultimate collectibility of these loans cannot be determined and, accordingly, are not reflected in the accompanying financial statements. Collections on these loans will be recorded as increases in the DuShane Fund, if and when received. During 1978, $26,000 was collected and recorded as income in the accompanying financial statements.

(6) BANK LINE OF CREDIT

The Association has a $12,000,000 line of credit from a commercial bank at the prime rate. The maximum amount outstanding at any time during the year was $9,900,000. In connection with this line of credit, the Association has agreed that it will not encumber any real property or pledge other assets without the written consent of the bank, and confine its borrowings to the bank. Interest expense for the year ended August 31, 1978 was $224,000.

(7) RETIREMENT PLAN

The Association has a contributory retirement plan which covers substantially all permanent employees. The Association's policy is to fund retirement costs accrued. Retirement plan expense for the years ended August 31, 1978 and 1977, was approximately $1,416,000 and $1,368,000, respectively. The latest actuarial valuation as of January 1, 1978, stated that the retirement plan had no unfunded liabilities.

(8) CONTINGENCIES

National Teachers Assistance Fund, Inc.

The National Teachers Assistance Fund, Inc. ("NTAF") is a nonprofit corporation established for the purpose of providing financial and other assistance to member organizations and their individual members involved in disputes over terms and conditions of employment. In this connection, the NTAF has from time to time guaranteed loans made by commercial banks to teachers who were involved in such disputes. These loans are secured by letters of credit from those state affiliates which are members of the NTAF and also by the Association's letter of credit in the amount of $1,600,000, on which the Association pays a commitment fee. In the event of default on a loan, the Bylaws of NTAF provide that the bank shall first draw upon the letter of credit of the affiliate in which state the funds were transmitted and, thereafter, proportionately from all other letters of credit, including the Association's.

As of August 31, 1978, the Association is contingently liable for $1,450,000 of the $2,900,000 loans guaranteed by the NTAF, in the event of default. Losses from defaults since the inception of NTAF have not been significant.

NEA-PAC Litigation

In September 1977, the Federal Election Commission filed a civil action in the U.S. District Court for the District of Coumbia against the Association, the NEA Political Action Committee ("NEA-PAC") and 18 of the Association's state affiliates alleging violations of the Federal Election Campaign Act of 1971. The Commission specifically claimed that the use of the "reverse check-off" procedure for the collection of political contributions for the NEA-PAC was illegal.

On July 20, 1978, the District Court issued its opinion. The Court held that the reverse check-off was illegal and ordered the defendants to set up a system pursuant to which members could obtain a refund of the illegally collected money. The Association plans to appeal the Court's decision. If the decision is not reversed, approximately $800,000 will be potentially subject to refund, but management believes this liability would be assumed by NEA-PAC and not the Association. The Association will be responsible, however, for the costs of implementing the refund plan. No loss provision has been recorded in the accompanying financial statements since the actual costs to implement the refund plan are unknown at this time.

Louisiana Teachers Build Political Clout

BATON ROUGE, LOUISIANA—The Louisiana Association of Educators held its first birthday party last November, celebrating a year of new programs and political unity.

The 26,000-member NEA state affiliate was created in 1977 from the formerly white Louisiana Teachers Association and the black Louisiana Education Association.

"We have a stronger voice now," says Gwen Lancon, a high school teacher from Calcasieu. "I think we have more political activism in an effort to get what teachers want as professionals."

"The first thing four of my friends and I did when we got here was join the LAE-Political Action Committee," said Myree Cazentre of Houma, southwest of New Orleans. "We are going to work together and become a force to be reckoned with."

Political savvy was the recurring theme of the teachers' convention. Governor Edwin Edwards spoke to the group, announcing a legislative study which would probably recommend increased pay for teachers. "We need challenging, interesting, well-paid professionals so the best people will stay in," said the governor.

Two gubernatorial hopefuls for the 1980 election wooed the 1,200 conventioneers. One candidate, the current secretary of state, assured the teachers that Louisiana's tenure law is in no danger, and he complimented the teachers on their political energy. The other candidate, presently a state senator, praised LAE as "the most important political force in the state. More than other labor groups and industry, you touch the lives of every social strata."

Lawrence Narcisse, LAE president during the first year, saw tremendous progress in the association's legal protection and instruction and professional development programs: "Our IPD center will be the main vehicle to determine educational goals. In the next few years we hope to coordinate lobbying and political efforts to push our goals through the legislature.

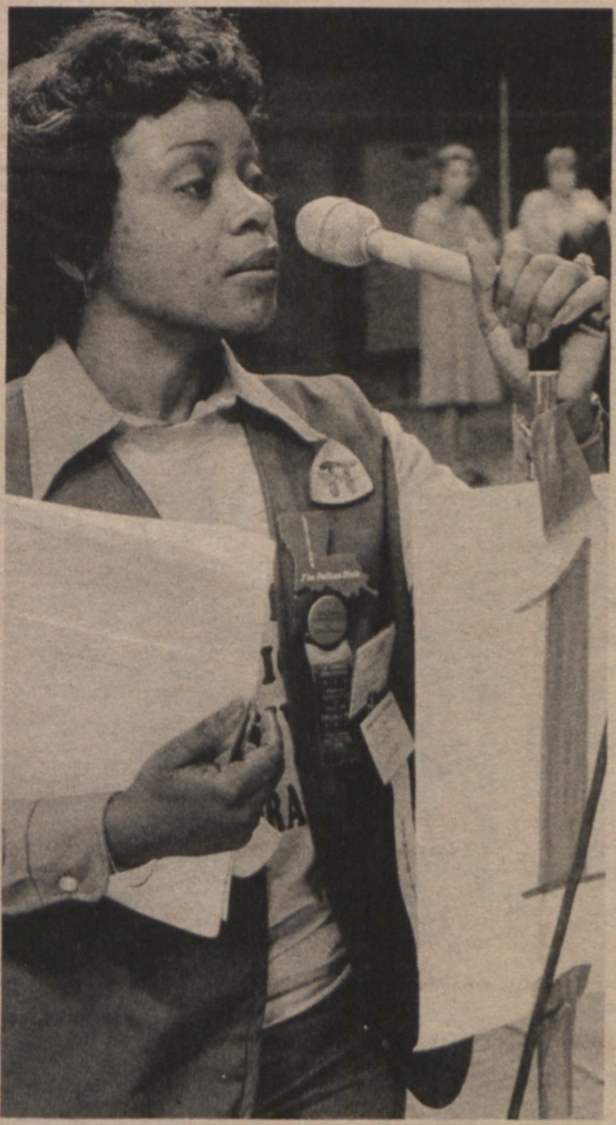
"Funded to the tune of $100,000, our center for legal protection is committed to protect our rights, and our members from unfair treatment in dealings with employees. In addition, LAE is participating in NEA's DuShane Unified Legal Services Program," Narcisse said.

According to NEA President John Ryor, who spoke to the history-making convention, LAE is the fastest growing state affiliate of NEA.

LAE is organized to lobby at the national, as well as state and local levels. A congressional contact team is trained and ready to walk the halls of Congress during the next session.

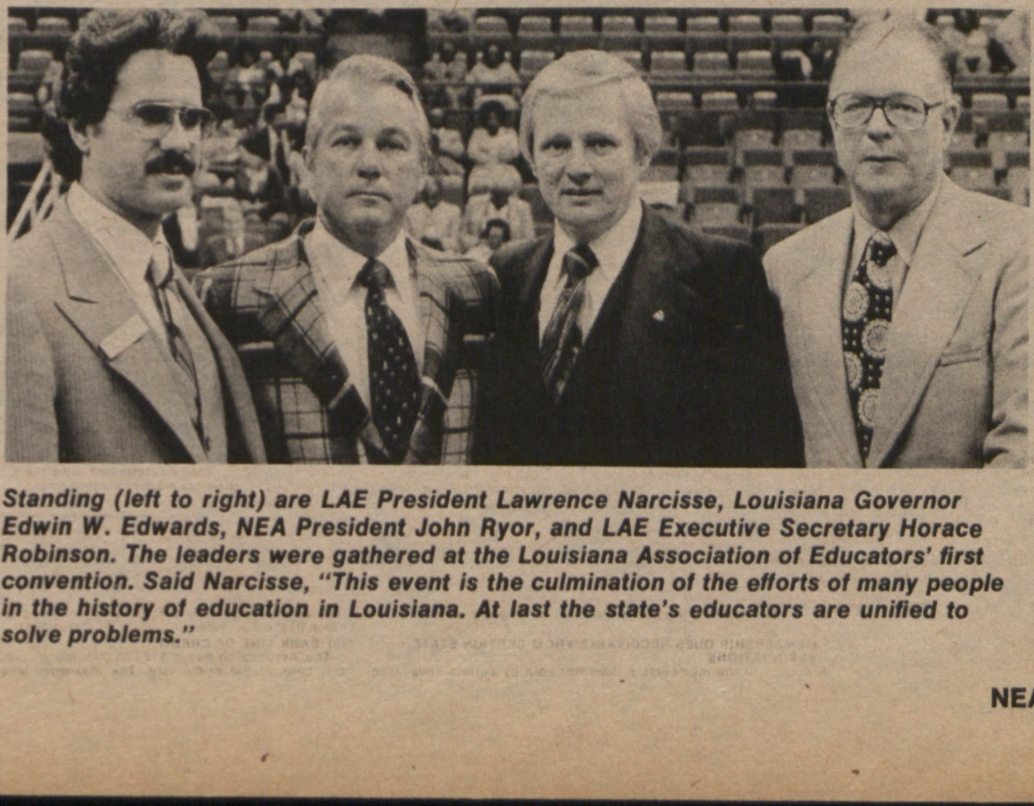
Mike Svetlecic, 26, of Franklin Parish, said many teachers in his school did not join LAE right away. "After they saw the successful merger and our dynamic leaders, they joined."

President Narcisse sees the future teacher-leaders of LAE as "teachers who are advocates—strong and unified for positive change."



Betty Sims, of Lake Charles, says: "It was hard for many blacks to think of running part of the show rather than all of it, but NEA has minimum guarantees that insure minority participation. Our society has evolved to the point where either we join together and fight for the cause or we won't get anything done. I want to see teachers who are not members to be so impressed by the strength of LAE that they'll feel ashamed not to belong to us—the teacher's organization of the state. I'd work on the merger again if we needed to, even if it took twice as many meetings."

Peg Matheson, a teacher of learning disabled students in Slidell, La., is president of the St. Tamany Parish Teachers Association. "I felt our statewide merger was necessary," she says. "As intelligent educators we couldn't continue to project a biased atmosphere. We're in the business of making integration work in the schools. Even before the merger was approved, we worked together at a march on the state capitol for a $1,500 pay raise—which we won. The effectiveness of that campaign sold many doubters on the merger. It's behind us now, so we can get on with the business of far more important issues such as teacher welfare, teacher rights, and retirement benefits."



Standing (left to right) are LAE President Lawrence Narcisse, Louisiana Governor Edwin W. Edwards, NEA President John Ryor, and LAE Executive Secretary Horace Robinson. The leaders were gathered at the Louisiana Association of Educators' first convention. Said Narcisse, "This event is the culmination of the efforts of many people in the history of education in Louisiana. At last the state's educators are unified to solve problems."

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

NEA Veterans Caucus

On July 4, 1978, veterans who were delegates to the NEA Representative Assembly in Dallas, Texas, formed an organization for NEA members who served honorably in the armed forces of the United States of America.

The "Organizational Document" was amended on July 5th to permit every NEA member with an honorable military record to join NEA Veterans Caucus as a "Charter Member." However, to become a charter member, the veterans must mail a $5.00 check for the July 4, 1978 to July 4, 1979 dues to the national treasurer. Along with the $5.00 dues check made out to "NEA Veterans Caucus," the following information must be mailed before February 15, 1979: Name, address with zip code, telephone number with area code, NEA state association's name, dates of military service, indicate if the military duty has been claimed in the teachers' retirement system, and reasons for not receiving military service pension credit, if denied. Mail the letter to:

NEA Veterans Caucus Treasurer, Mr. Lance Laituri
24986 Silverleaf Lane
Laguna Hills, California 92653

The purpose of NEA Veterans Caucus—and its future state affiliates—is to inform the NEA officers of injustices suffered by NEA veterans under teachers' retirement laws and to initiate legislation by NEA state affiliates to correct inequities. Whenever laws are to be challenged as illegal, NEA Veterans Caucus will request legal assistance.

Robert C. Heath
NEA Veterans Caucus Chairperson

Political Hogwash?

["Right-Wing Dollars Fight Friends of Education," November *Reporter* is] absolute political hogwash! So is most of rest of the *Reporter*. Insinuation without any proof whatsoever.

Name the enemies and I will help to support *them*. This dumb outfit you claim to speak for is getting worse & worser. I suppose it takes a politician to fight one. How about a little education for a change!

Paul E. Tucker
Spring Hill, Florida

Response to Common Cause

We commend the cogent, incisive response of NEA Executive Director, Terry Herndon, to Common Cause Vice-President Wertheimer that appeared in the November 1978 *NEA Reporter*. We salute Mr. Herndon for his astute common sense response to Common Cause's "bush-league" leadership.

We agree with Mr. Herndon. "Teachers must not apologize for their efforts to insure that the people elected to public office in our nation make some commitment to education as a national priority . . ."

Read Mr. Herndon's full statement about this matter. Then let Mr. Wertheimer know how far "off base" he was about The NEA.

Ronald L. DiOrio, President, and
Sherwin J. Kapstein, Executive Director
Rhode Island Education Association

Members' letters are welcome. Please address them to Editor, *NEA Reporter*, 1201 Sixteenth St., N.W., Washington, DC 20036.

As a life member of NEA, and retired high school teacher, I am ASTOUNDED at Terry Herndon's editorial in your current issue whining about Common Cause having called a spade a spade!

Frankly, you seem to me little BUT a political action group; I think careful examination would say that no more than one and a half pages of the REPORTER are anything BUT political activity.

No one is saying it's illegal, but come on, fellows, you ARE a VERY active pressure group and fully deserve the Common Cause blast.

Jack C. Rossetter
Elmwood Park, Illinois

D.C. Representation

I am constantly amazed to find that the NEA takes a stand on so many issues without so much as ever conducting any kind of survey of the members. Now you favor the admission of the District of Columbia for voting representation and you claim to speak for the teachers. Why not give all large cities the same voting representation? Like many, if not most, pressure groups, you attribute to the members your own prejudices. Rest assured that on many issues, you do not represent mine. I was delighted to note that my own congressman (a former student of mine) voted "wrong" according to your so-called "Score-Card."

C. J. Randolph
Lancaster, Pennsylvania

NEA Budget Hearings

The NEA Program and Budget Committee will hold the following regional budget input hearings in conjunction with scheduled NEA program meetings: in the **Western States** on January 20, 1979, at the Paso Del Norte Hotel, El Paso, Texas, 7:30 p.m. (in conjunction with the regional council meeting); in the **Great Lakes** region on February 24, 1979, Leamington Hotel, Minneapolis, Minn., 11:00 a.m. (in conjunction with the regional IPD conference); in the **Southeast** on February 24, 1979, Hyatt Regency, Nashville, Tenn., 10:30 a.m. (in conjunction with NEA's legislative committee meeting); and on the **West Coast,** February 25, 1979, at the Jack Tar Hotel, San Francisco, Calif., at 11:00 a.m. (in conjunction with the regional council meeting). The regional **New England** hearing was held on December 16, 1978, in Cambridge, Mass.

These hearings are designed to allow members an opportunity to present their NEA program and budget ideas for consideration.

The January 26-28, 1979, meeting as announced in the last *Reporter* has been changed to January 27-29, 1979. Additional meetings will be held March 2-4, 1979, and March 25-26, 1979. These sessions will be held at NEA Center.

NEA's 1978 Income Tax Guide Expanded

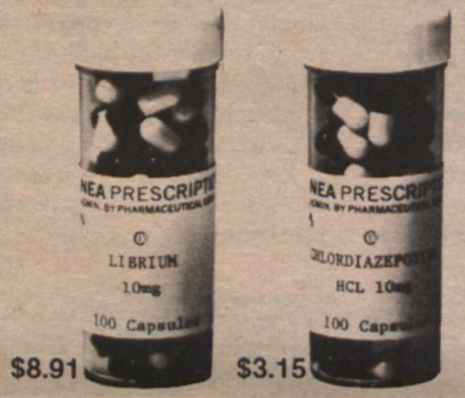
NEA's 1978 *Federal Income Tax Guide for Teachers* is now one-third larger and more comprehensive than last year's edition.

Six new illustrative sections include: medical expenses; travel expenses; education expenses; estimated tax and quarterly tax payments; investments; and checklists for what to include such as income, allowable deductions, and nondeductible items.

The guide, order # 1386-7-OF, is now available to teachers for three dollars and fifty cents from the NEA Distribution Center, The Academic Building, Saw Mill Road, West Haven, CT 06516.

And don't forget—the cost of the guide is tax deductible.

What's in a name?



The medication on the right is the generic for the one on the left.

Only the name has been changed ... to protect your wallet.

". . . Or Its Generic" Is The Password For Saving Up To 50%.

If you're taking prescription drugs on a regular basis, you should know this phrase as well as your own name. Simply by asking your doctor to write "or its generic" after the drug brand name on your prescription, you can save up to 50% on cost. "Or its generic" will allow your druggist to substitute a comparable generic drug for the brand name drug, but at a substantial savings to you. Members and their families who use the Unified Association's Prescription Service Program have known about this for a long time. They've been paying consistently lower prices while receiving top-quality prescription drugs . . . and they've been served by one of the most service-oriented, technically advanced pharmacies in the country, Pharmaceutical Services, Inc.

Comparative prices are listed here for brand name drugs and their generics. This represents only a small sample of more than 6,500 prescription medicines available through NEA's Prescription Service Program. But you'll get a good idea of what you can save. The *average* generic drug will cut your costs by *over* 50%.

Compare These Prices For Quantities Of 100:

Generic prescription medicines are listed in bold-face capital letters *after* the brand name drug. "C" denotes capsules. "T" denotes tablets. Please note that many brand name drugs are still under patent protection and are not available from another manufacturer by generic name.

Achromycin V 250mg	C	3.60
TETRACYCLINE HCL 250mg	**C**	**3.42**
Apresoline 50mg	T	8.28
HYDRALAZINE HCL 50mg	**T**	**2.97**
Arlidin 6mg	T	9.90
NYLIDRINE HCL 6mg	**T**	**2.43**
ColBenemid	T	9.63
PROBENECID w/COLCHICINE	**T**	**6.57**
Cyclospasmol 200mg	C	8.64
CYCLANDELATE 200mg	**C**	**3.42**
Darvon Cmpd 65mg	C	7.56
PROPOXYPHENE HCL CMPD-65	**C**	**3.78**
Dilantin 100mg	C	3.60
PHENYTOIN SODIUM 100mg	**C**	**1.98**
Elavil 25mg	T	9.90
AMITRIPTYLINE HCL 25mg	**T**	**4.86**
Equanil 400mg	T	7.92
MEPROBAMATE 400mg	**T**	**2.34**
Esidrix 50mg	T	7.11
HYDROCHLOROTHIAZIDE 50mg	**T**	**2.07**
Furadantin 50mg	T	11.25
NITROFURANTOIN 50mg	**T**	**2.34**
Hydrodiuril 50mg	T	6.39
HYDROCHLOROTHIAZIDE 50mg	**T**	**2.07**
Isordil 10mg oral	T	6.12
ISOSORBIDE DINITRATE 10mg	**T**	**2.34**
Librium 10mg	C	8.91
CHLORDIAZEPOXIDE HCL 10mg	**C**	**3.15**
Nitrobid 2.5mg	C	8.64
NITROGLYCERIN 2.5mg LA	**C**	**2.70**
Nitrobid 6.5mg	C	11.07
NITROGLYCERIN 6.5mg LA	**C**	**2.88**
Pavabid 150mg	C	9.81
PAPAVERINE HCL 150mg	**C**	**3.69**
Peritrate 80mg SA	T	12.42
PENTAERYTHRITOL TETRANITRATE 80mg	**C**	**3.69**
Premarin 1.25mg	T	8.28
CONJUGATED ESTROGENS 1.25mg	**T**	**4.77**
Pronestyl 250mg	C	7.65
PROCAINARIDE HCL 250mg	**C**	**4.77**
Serpasil .25mg	T	5.13
RESERPINE .25mg	**T**	**1.71**
Sorbitrate 10mg oral	T	6.30
ISOSORBIDE DINITRATE 10mg	**T**	**2.34**
Synthroid .2mg	T	4.05
SODIUM LEVOTHYROXINE .2mg	**T**	**2.16**
Tetracyn 250mg	C	3.87
TETRACYCLINE HCL 250mg	**C**	**3.42**
Thorazine 50mg	T	5.22
CHLORPORMAZINE HCL 50mg	**T**	**2.97**
Tofranil 25mg	T	9.90
IMIPRAMINE HCL 25mg	**T**	**4.05**
Vasodilan 20mg	T	14.94
ISOXSUPRINE HCL 20mg	**T**	**8.73**

Average Generic Price = $3.39
Average Brand Price = $8.00

Important Extra Benefits:

NEA's precision-planned, carefully controlled program offers unique and exclusive benefits. Among these are:

- Computer-monitored allergy protection.
- Computer-monitored drug interaction checks. Over 64,000 potentially hazardous drug combinations are checked.
- Printed reorder cards on every item purchased to enable you to order refills without even writing your name.
- Same day service. Orders are filled and shipped on the day they are received.
- Shop-at-home convenience. Saves time, saves gasoline and transportation.
- Open credit privileges. Pay after you receive your order.
- Free delivery via first-class mail for prescription medicines.
- Itemized invoices in duplicate for tax and insurance purposes.

Catalog Of Family Health Needs Available.

For a catalog of family health needs and medicines which describes the program in detail and lists prices of hundreds of items, simply fill out the "FOR CATALOG" coupon.

If you really want to save money on your pharmacy bills, take advantage of your Association's Prescription Service Program . . . fill out the "FOR PRESCRIPTIONS" coupon and save on headaches.

UNIFIED SPECIAL SERVICES
NEA...We're listening.

Save on Headaches

FOR CATALOG R-1-79

Prescription Service Program—Room 404E
1201—16th Street, N.W.
Washington, D.C. 20036

Please send me a Prescription Service Program catalog.

Name: ____________________

Address: ____________________

City: ________ State: ________ Zip: ________

FOR PRESCRIPTIONS R-1-79

Pharmaceutical Services, Inc.
127 W. Markey Road
Belton, Missouri 64012

I am a unified member.
Please rush the enclosed prescription(s) to me.

Name: ____________________

Address: ____________________

City: ________ State: ________ Zip: ________

The NEA Travel Supplement will open your eyes to a whole new world of experience!

Clip me out and it's yours—FREE!

Something new is happening in NEA Travel—with first-time opportunities for you to travel, participate in expeditionary research, and earn credits. There are new opportunities for you to grow professionally, too. These opportunities mark a new era in NEA Travel. And that could mean a new stage in your life. Just look at the new experiences being offered:

- Professional travel programs to Europe and the United Kingdom, planned by teachers for teachers. Featuring colleague tour directors, historical and professional orientation discussions led by in-country educators, and first class or superior class accommodations to fit your budget. As an option, you can "get-there-on-your-own" (save air fare) and start the tour in Europe.
- New, exciting leisure tours including The Three Wonders of the World—the Pyramids, Great Wall, and the Taj Mahal—all in one trip!; China (two weeks) and Around the World; Magic Cities of Russia, including Mongolia, Siberia and Gobi Desert; People's Republic of China (one trip for early childhood and primary teachers, another for teacher leaders, e.g. coordinators, supervisors, etc.); Galapagos Islands and the Amazon; Red Sea and the Holy Land; Shangri-La Plus (Buhtan, Nepal and India). We also offer low, low-cost tours to Scandinavia (14 days-$689); Rhine River by boat (15 days-$799); Alps and Paris (15 days-$688); Japan (13 days-$970); Manila and Hong Kong (13 days-$819); Around Central America (11 days-$668); Hawaii (7 days-$384); Egypt (14 days-$1499); Israel (10 days-$1199), as well as many others planned just for you.
- Professional development programs with credit co-sponsored by major U.S. colleges and universities. For example: Multicultural Education in a British Urban Center; Ancient and Modern Egypt; Italian Culture, a Survey Course; Studies in Soviet Union; Education and Culture in Israel; Education and Culture in Japan; Comparative Vocational and Career Education in Scandinavia.
- Cruises around the Mediterranean, Caribbean, Greek Islands, Scandinavia and Baltic Sea, and, for the adventuresome, a feature cruise on 42′ to 44′ sailboats in the Caribbean with no more than eight aboard.
- Research expeditions where you can join project teams all over the world and be an explorer. You share the work, cost and excitement of field research in earth, life and marine sciences. You don't need to be a scientist, just someone interested in the earth and its ecology. Exciting missions, like Early Bronze Age excavation at Tel el Hesi, Israel; excavation and restoration of an ancient Ponapean City, Micronesia; scuba observation of sea cow distribution and behavior in Western Australia; broad ecological survey in Baja, California.
- Programs for teachers of the physically handicapped to take groups of up to 30 students to London and other points in England for a two-week study/travel program.
- A shipboard conference on globalistics, preparing educators for alternative futures, is to be held June 15-19, 1979. Noted futurists will join conferees aboard the S.S. Universe, sailing from Baltimore to Nassau, to assist in the development of educational programs responsive to future needs of other societies. Cost to the individual is $350, which includes Baltimore-Nassau cabin space, board, and a return flight to the Baltimore-Washington area. This is a *must* conference for classroom teachers and teacher-leaders interested in helping students understand interdependencies of the world's nations now and for the future.

Your NEA Travel System is not just changing . . . it's improving!

NEA Travel is changing to meet a new era of membership requirements and requests. We serve you with even better quality, reliability and service than before because we know you expect more. Travel with the NEA Travel System and you can count on many other services too—

- **Security of Payments**
  If your tour is cancelled by a travel operator or airline, you will receive a refund immediately. If any portion of the tour is not delivered as advertised or comparable substitutions made, refunds will be made within 60 days of your completed tour.
- **Insurance Protection**
  The NEA Travel System has negotiated the best possible travel insurance coverage at a cost unparalleled on the open market. Because of your Association's size we get the best insurance buy, and offer you travel health, accident, baggage, and air fare refund insurance at the lowest group cost. In addition, if you have problems on claims, we'll help immediately.
- **Add-On or Group Fares**
  For your convenience and dollar savings, we'll provide at your request and depending on your individual requirements, domestic airline tickets to departure cities at the lowest possible rates. Economical group fares will be utilized when a sufficient number of members share the same origin/destination cities and dates.
- **Tax Deductible**
  Subject to certain rules and limitations, expenditures for educational study travel may be deducted on your Federal Income Tax return when they (a) meet the express requirements of law or regulations for keeping your salary, status, or employment, if the requirements imposed serve a bona fide business purpose or (b) maintain or improve skills required in performing the duties of your present employment or other trade or business. In most cases teachers who enroll in NEA International Institutes and workshops or participate in other NEA Travel System programs for credit will be able to deduct educational expenses. For details, write for the "NEA 1978 Federal Income Tax Guide for Teachers" which will be available after January 1, 1979, from NEA Publishing, Room 609, 1201 16th Street, N.W., Washington, D.C. 20036. The cost of this document is $3.50. You might also wish to request Publication 508, "Tax information on Educational Expenses," 1978 edition, from the Department of the Treasury, Internal Revenue Service. Finally, be sure to check with your local IRS office if you have any questions.
- **Selection of Travel Operators**
  Every travel agency and operator, as well as airline, is carefully reviewed. All agencies and operators are under contract and your money is carefully protected through bonds and insurance, something you should think about when traveling with independent agencies and operators. In addition, a professional review of each program is conducted by your representative to make certain you receive all services for which you pay. Membership evaluations are used to improve programs and services.
- **Toll-Free Number at Your Convenience**
  If you have any travel questions, we're as near as your phone with our toll-free number (800) 424-1050. (Convenient office hours up to 6 PM on weekdays and 9:00-5:00 on Saturday, East Coast time, will be instituted so our West Coast members can call after school hours.)

The NEA Travel System . . . It's a real eye-opener!

Now that you've opened your eyes to the new age of NEA Travel, you can explore the international and domestic travel and professional development programs offered the unified membership in 1979 in the new NEA Travel Supplement. If you didn't already receive your *free* copy in the January issue of the NEA Special Services ECO, be sure and write for it at no extra charge.

Then, stay up-to-date on NEA Travel programs with our *free* newsletters. They contain valuable consumer tips, too! You'll find our newsletters to be indispensable guides when it's time to plan your next trip—whether it's just for fun or as professional development.

The new NEA Travel System can make a world of difference in your life! To receive your eight-page travel supplement and/or the NEA Travel Newsletters free of charge, fill out the coupon below.

R-1-79

RUSH ME: (Please write legibly so we can get your correct address)

☐ A FREE copy of the NEA Travel Supplement which catalogues all NEA tours and professional development activities for 1979. (You may have already received a copy in the January 1979 Special Services ECO.)
☐ The NEA Travel Newsletters free of charge.
☐ Shipboard Conference information and registration material.

Name: ____________________

Address: ____________________

City: ____________ State: ________ Zip: ________

Phone: Home ( ) ____________ Office ( ) ____________
Area Code Area Code

UNIFIED SPECIAL SERVICES
NEA ...We're listening.

METRO
It's a Fact:
Accidents Do Happen
Accidental
Death and Dismemberment Insurance

Guard Against Accidents... Help Safeguard Your Financial Security.

A serious accident can change your life and the life style of your family. And, all too often, there is nothing you can do to prevent it.

Because a sudden accident can threaten the valuable and important things in life, your Association, in cooperation with The Prudential Insurance Company of America, has an Accidental Death and Dismemberment (AD&D) policy available to unified members and their families. **For $19 a year, you get the security of knowing your whole family is covered, 24 hours a day, 365 days a year, anywhere in the world. Unified members are eligible for up to $130,000 for certain accidents (as outlined in the table below).** And there's no medical examination required for enrollment.

NEA's AD&D insurance can't protect you from accidents, but it *can* help you guard against the high expenses and financial hardships that often follow.

For an additional $4 a year, members less than age 60 can also get an optional $500 per month Disability Benefit along with AD&D. This benefit assures you a regular income if you become totally disabled as the result of accidental injury. It is payable **regardless** of any sick leave or disability income you may be entitled to from other sources.

Think about the security offered by the full AD&D program with Optional Disability. Don't make an educated guess—make sure. Enroll today for this outstanding Association benefit . . . because you can never outguess the unexpected.

AD&D Benefits are payable as follows:

If the AD&D Coverage is for:	Annual Contribution	Accident Occurring While a Passenger on a Public Conveyance	Any Other Accident
Member Only	$19	$130,000*	$30,000
Member and Eligible Spouse	19	100,000* 30,000	20,000 10,000
Member and Each Eligible Child	19	100,000* 30,000	20,000 10,000
Member, Eligible Spouse and Each Eligible Child	19	100,000* 15,000 15,000	20,000 5,000 5,000

***Benefits marked with asterisk will increase as described under "Unified Membership Has Its Benefits."**

Losses Covered by AD&D:

In any one accident, the full benefit amount determined from the table is payable for the loss of life; both hands; both feet; sight of both eyes; one hand and one foot; one hand and sight of one eye; or one foot and sight of one eye. One-half the benefit is payable for loss in any one accident of one foot; one hand; or the sight of one eye. In order to be covered, these losses must occur within one year** (90 days for persons age 70 or over)** of the covered accident. Benefits are payable to you if living, otherwise to any beneficiary you name.

****Time limitations are not applicable in Pennsylvania.**

Unified Membership Has Its Benefits.

Effective October 1, 1975, your Association and Prudential upgraded certain AD&D benefits, denoted by an asterisk in the table above. The benefit payable to a unified member for a loss resulting from an accident on a public conveyance will increase at the rate of $10,000 on each anniversary of the member's effective date of coverage after October 1, 1975, for five continuous years to a maximum additional benefit of $50,000. For example, after five years, a "member only" would be insured for $180,000 — $130,000 plus $50,000.

Eligibility:

This program is available to all unified members. Eligible dependents may be included for the Accidental Death and Dismemberment portion only.

If your spouse is not already insured as a unified member, he or she can qualify as an eligible dependent as long as you are not legally separated. In addition, all unmarried children (including legally adopted, foster and step-children who are dependent on you for support) are eligible, provided they are between the ages of two weeks and 21 years or to age 25 if dependent upon you for support. Newborn children are automatically insured once they are two weeks old; it is not necessary to notify the insurance company of new dependent inclusions since there will be no additional charge. Dependents' coverage may be added at the time you enroll or at any time thereafter. If both you and your spouse are insured as unified members, only one of you may include your children as dependents. Spouse and children who are insured under this program as unified members are not eligible for coverage as dependents.

Your dependents' coverage will remain in effect until they are no longer eligible as described above, or until your coverage terminates, whichever comes first. Your coverage will continue, regardless of your employment status, for as long as this program is in effect, if you maintain membership in the Unified Association and continue to make the annual contribution. In the case of your death, your dependents will be offered the opportunity to continue until they are no longer eligible.

Optional Disability for $4 Per Year:

(For Members Only: Not Available to Dependents)

For an additional $4 per year, an Optional Disability Benefit can provide you with $500 per month should you become totally disabled within 30 days after and as a result of an accidental injury. The injury must occur while you are insured for this benefit and before you attain age 60. Benefits are payable while you remain totally disabled up to 10 years or until attainment of age 65, whichever occurs first. This benefit will begin after the 26th week of total disability.

To be considered "totally disabled," you must, as a result of your disability, be unable to engage in any and every occupation for which you are reasonably fitted by education, training or experience, and you must not be performing any gainful work. Proof of total disability must be furnished to Prudential as required.

THESE BENEFITS ARE PAID TO YOU *REGARDLESS* OF ANY OTHER COVERAGE YOU MAY HAVE.

Additional Important Facts:

- No medical examination is required for enrollment.
- There is no age limit for enrollment in AD&D coverage. However, the Disability Benefit is limited to members less than age 60.
- NEA's AD&D program is underwritten by The Prudential Insurance Company of America, a company noted for financial responsibility and high quality service for nearly a century.
- Your contribution remains the same no matter how many eligible dependents you include.
- Benefits are paid in full no matter what other insurance coverage you have.

Exclusions (Fine Print):

Optional Disability Benefits are not paid until after the twenty-sixth week of total disability.

For persons under age 70, accidental death and dismemberment losses are not covered if sustained more than a year** after a covered accident; if age 70 or over, more than 90 days**.

The program does not cover losses, or disability where applicable, resulting from: suicide; attempt at suicide; intentionally self-inflicted injury; bodily or mental infirmity or disease; infection; war or any act of war; active duty in the armed forces; riding in races or testing automotive vehicles on a track or speedway; riding in (including boarding or leaving) any land or water conveyance operated by a common carrier or any aircraft, if the covered individual is operating or assisting in the operation, is giving or receiving training, or has duties aboard such conveyance or aircraft or, if aircraft, is being used for test or experimental purposes.

****Time limits not applicable in Pennsylvania.**

How to Enroll:

Fill out the enrollment form and mail it to us with your first year's contribution: $19 for the basic AD&D coverage; $23 if you wish to take advantage of the Optional Disability Benefit. Your insurance becomes effective upon receipt of your initial premium payment, and acceptance of your enrollment form by Prudential.

Underwritten by
Prudential The Prudential Insurance Company of America
Licensed in all states
Principal offices in Newark, New Jersey

UNIFIED LOCAL STATE NATIONAL SPECIAL SERVICES
NEA ...We're listening.

ORD 70075 Policy Form Serial U

Accidental Death & Dismemberment Program,
P.O. Box 433, Fort Washington, PA. 19034
R-1-79

Statements By Member To Be Insured (Please print all answers)

NAME ______ Last ______ First ______ Middle Initial
RESIDENCE ______ Street
______ City ______ State ______ Zip Code DATE OF BIRTH: ______ Mo. ______ Day ______ Year
BENEFICIARY AND RELATIONSHIP (example: Mary A. Doe, NOT Mrs. John Doe)
______ First Name ______ Middle Initial ______ Last Name ______ Relationship
ARE YOU A UNIFIED MEMBER? ☐ Yes ☐ No
INDICATE COVERAGE DESIRED:
☐ AD&D PLUS DISABILITY BENEFIT ($23.00) ☐ AD&D ONLY ($19.00)
Enrollment for Disability Benefit is limited to members less than age 60.
INDICATE COVERAGE DESIRED (please check one):
☐ Member only ☐ Member and each eligible child
☐ Member and spouse ☐ Member, spouse and each eligible child
Disability Benefit does not apply to dependents.

I declare statements and answers contained herein are complete and true and understand that they are the basis for providing group accident coverage under a policy (or policies) issued by The Prudential Insurance Company of America to the National Education Association. I also declare that I am not already enrolled in the Accidental Death and Dismemberment Program.

Date Signed ______, 19____
SIGNATURE OF MEMBER ______
Make Check Payable to: NEA AD&D Insurance

Ident. No. Eff. Date Dep. Plan Code

Circulation
this issue:
1,697,961

March 1979
Vol. 18, No. 2

NEA REPORTER

Published
by the
National
Education
Association

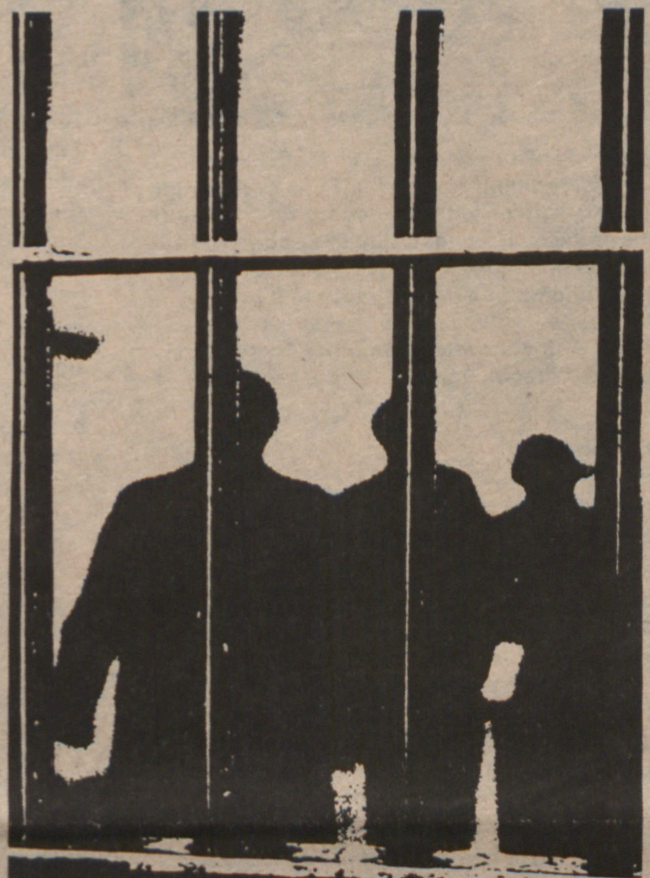
Washington,
D.C.

24

Association Leaders March in Memory of Martin Luther King, Jr.

NEA BACKS MEMORIAL TO 'FULFILL THE DREAM'

8



TEACHING IN PRISON

12

DEPARTMENT OF EDUCATION:

CONGRESS BEGINS ACTION ON A NEW BILL

3

Civil Rights Leader Jesse Jackson speaks out for this NEA priority

NEA CALLS FOR U.S. INVESTIGATION OF PUERTO RICO SCHOOLS

7

NEA Members in 30 States Get Low-Cost Legal Services

4

ASSOCIATIONS FIGHT CUTS IN SOCIAL SECURITY

2

Associations Fight Social Security Cuts and Retirement Losses for Teachers

NEA 1978 Resolution on Social Security

The National Education Association believes that Social Security should be available to eligible teachers where desired, but shall not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association also believes that teachers who are presently covered under Social Security should strive to remain in the program. It insists on a referendum that would require a majority of affirmative votes of those eligible to vote before a governmental agency files notice to withdraw from the program. If the employee organization votes against withdrawal, cooperative educational and legislative campaigns to forestall withdrawal should be organized and coordinated with other public employee groups.

The Association urges the reform of Social Security laws to eliminate offset provisions that are discriminatory and discrimination based on sex, marital status, or time of retirement and to reduce the retirement age. No benefit promised or no benefit for which money has been collected should be withdrawn without adequate replacement.

The Association further believes that Social Security retirement and survivor benefits should be based upon the Social Security program and Social Security taxes. Health and disability programs should be removed from the Social Security program and financed from general tax revenues.

Frank Kovacs, director of NEA Research, tells the HEW task force that the federal government should honor its contractual agreement with teachers who originally rejected Social Security coverage in referendums. He added that the courts have found federal imposition of employer taxes on state and local governments unconstitutional and that no method has been devised to overcome that impediment to universal coverage. Trying to force public employees into mandatory coverage, Kovacs told the panel, is "illegal, immoral, and a breach of faith."

James Sublett, executive director of the Ohio State Teachers Retirement System, opposes mandatory Social Security coverage in hearings by the HEW task force. He said that states which have developed excellent plans outside Social Security "would find it very difficult, if not impossible, to accommodate Social Security on a mandatory basis without doing irreparable harm to the existing programs."

Richard Zimmerman, a member of OEA's Executive Committee, said the cost of Ohio's retirement system is currently 22 percent of payroll—8.5 percent contributed by employees and 13.5 percent by employers. "Such a program," Zimmerman said, "in conjunction with Social Security could in no way provide current employees with the level of benefits they presently enjoy. We believe many thousands of Ohio teachers who have anticipated adequate retirement based on existing law would approach retirement with vastly reduced expectations."

Frank Totten, NJEA president, tells the Social Security Advisory Council of the loss of benefits to teachers who filed for summer month benefits or who filed for Medicare coverage prior to actual retirement. Such teachers lose the "grace year" of monthly retirement benefits, go immediately to an annual retirement earnings test, and stand to lose most or all benefits if they retire at the end of the school year. Totten said that in 1978, "people who were told in March that they would receive their benefits upon retirement were told in May that the law had been interpreted differently and that no benefits would be paid that year." He called for an immediate change in the interpretation of the law and for a mechanism that would prevent future laws from reducing promised benefits.

WASHINGTON, D.C.—NEA and its affiliates have joined in a massive effort to repeal recently enacted cuts in Social Security benefits and to head off threats of other loss of retirement benefits for all teachers. At the same time, NEA is lobbying strongly against mandatory Social Security coverage for state and local public employees.

Members of the 96th Congress were hardly sworn in before NEA joined with coalitions of consumers, senior citizens, professional groups, and labor unions in testifying against mandatory coverage and protesting benefit cuts enacted in 1977. One cut eliminates the monthly retirement earnings test during the first year of retirement for people who filed for benefits or Medicare coverage before actual retirement. In addition, public employees eligible for spouse or surviving spouse benefits stand to lose most or all of those dollars if they have retired under their own nonfederal retirement system.

NEA joined with representatives of the New Jersey and Ohio Education Associations in January 4 hearings by the Social Security Advisory Council, opposing mandatory coverage and asking the council to recommend legislation to repeal the pension offset and to "grandfather in" those who are hurt by Administration policy on the retirement earnings test. The advisory council heard similar testimony from other NEA affiliates in field hearings which began in December.

The council is required by law to make its recommendations to Congress and the Administration by October 1979.

Separate regional hearings on mandatory coverage are being held through April by HEW's in-house "Universal Social Security Coverage Study" task force. NEA, the Ohio Education Association, and the Maryland State Teachers Association testified before this group on January 24, opposing compulsory coverage for teachers and other state and local employees. Organizations representing federal government employees and nonprofit private organizations also appeared.

Other hearings have been scheduled around the country, and several other NEA affiliates have testified or plan to file statements supporting NEA's position.

On January 25, NEA joined a broad-based coalition of more than 120 national organizations opposed to cuts outlined in the Carter Administration's fiscal 1980 budget for Social Security benefits.

The President's proposals, which would require congressional approval in new legislation, include elimination of lump-sum death benefits ($255) and the minimum benefit ($122 a month), reduce benefits for children over 18 in full-time attendance at colleges and other postsecondary institutions, discontinue mothers' benefits when the youngest child reaches 16 (instead of 18 as at present), and reduce survivors and disability benefits for younger workers. Although the President's proposals would save $600 million in fiscal 1980, the coalition estimates that the loss of benefits would amount to $6 billion annually by 1984.

The congressional outlook is unclear as we go to press. Committee staff on Capitol Hill believe that a major package of Social Security amendments will start taking shape late in the current session. NEA is working with members and staff of the House Ways and Means and Senate Finance Committees to help develop legislation consistent with NEA policy.

NEA REPORTER

The REPORTER (USPS 375-640) is published eight times a year (September, October, November, December, January/February, March, April, May/June) by the National Education Association of the United States, 1201 16th St., N.W. Washington, DC 20036

REPORTER telephone: 202-833-5440

Member: Edpress

Readers' letters are encouraged; please address them to the editor.

John Ryor
President
Terry E. Herndon
Executive Director
Susan Lowell
Publisher
Marshall O. Donley, Jr.
Editor
Sal Streett *(on leave)*
Barbara Lawless
Ben Kittner
Assistant Editors
Leslie A. Azia
Assistant to the Editor

NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, DC, and at additional mailing offices.

Design by **William J. Kircher & Associates.** Photo credits: page 2 and page 3 (top) **Joe Di Dio;** page 4 **Roger Buchanan;** page 5 **Ed Gallagher;** page 6 (bottom left) **FTP-NEA,** (middle right) **Kraig Scatterella;** page 7 **Joe Di Dio;** page 8 (top two) **Count Jackson,** (bottom two) **Joe Di Dio;** page 9 **Monica Carpenter;** page 10 (left two) **Joe Di Dio,** (right) **Carl Byoir & Associates, Inc.;** pages 11, 12, and 13 **Joe Di Dio.**

Senate Gets Department of Education Bill, Carter Calls for Cabinet-Level Agency

WASHINGTON, D.C.—Sen. Abraham Ribicoff (D-Conn.) has again introduced legislation calling for a Cabinet-level separate Department of Education. Hearings on the bill (S 210) are under way before the Senate Committee on Governmental Affairs.

The drive for a Department of Education is an NEA priority.

Senator Ribicoff, who led the drive for successful passage of an Education Department bill in the Senate last year, was joined this year by 46 cosponsors, 34 Democrats and 12 Republicans (see list at left).

Similar legislation will soon come before a House of Representatives committee.

During the 95th Congress, the House bill did not come to a vote, so new legislation must be introduced this year in both bodies.

President Jimmy Carter told the nation in his State of the Union message that he would "again propose to the Congress that a Cabinet-level Department of Education be created."

"Deserve More Attention"

In a longer, written message to Congress, the President added that, "in my view, education issues deserve more attention and better, more accountable management than they can receive in a department as large and complex as HEW. . . . It will also enable the federal government to be a more responsive and reliable partner with states, localities, and private institutions that have primary responsibility for education," Carter said.

NEA is pressing for a separate Department of Education because it believes such a move would improve the quality and add to the efficiency of American education. It would provide a more systematic attack on the nation's education problems, cut down on waste, enhance the visibility of education in the federal consciousness, and promote educational sensitivity throughout the federal government.

NEA is working here in Washington, and NEA members are working around the country, to help convince Congress of the importance of legislation for the separate Department.

Co-sponsors of S 210 Department of Education

Abraham Ribicoff, D-Conn., chief sponsor
Warren G. Magnuson, D-Wash.
Claiborne Pell, D-R.I.
Sam Nunn, D-Ga.
Harrison Williams, Jr., D-N.J.
Charles Percy, R-Ill.
Robert Byrd, D-W. Va.
Howard Baker, R-Tenn.
Pete Domenici, R-N.M.
Henry Jackson, D-Wash.
Lawton Chiles, Jr., D-Fla.
John Glenn, D-Ohio
James Sasser, D-Tenn.
William Roth, Jr., R-Del.
Charles McC. Mathias, Jr., R-Md.
John Danforth, R-Mo.
H. John Heinz III, R-Pa.
David Pryor, D-Ark.
Carl Levin, D-Mich.
David Durenberger, R-Minn.
Alan Cranston, D-Calif.
Jennings Randolph, D-W. Va.
George McGovern, D-S.D.
Robert Stafford, R-Vt.
Rudy Boschwitz, D-Minn.
Quentin Burdick, D-N.D.
Frank Church, D-Idaho
John Culver, D-Iowa
Dennis DeConcini, D-Ariz.
Wendell Ford, D-Ky.
Mike Gravel, D-Alaska
Ernest Hollings, D-S.C.
Walter Huddleston, D-Ky.
Patrick Leahy, D-Vt.
Spark Matsunaga, D-Hawaii
John Melcher, D-Montana
Howard Metzenbaum, D-Ohio
Gaylord Nelson, D-Wis.
Bob Packwood, R-Ore.
Donald Riegle, Jr., D-Mich.
Herman Talmadge, D-Ga.
Strom Thurmond, R-S.C.
Paul Tsongas, D-Mass.
Lowell Weicker, Jr., R-Conn.
Thomas Eagleton, D-Mo.
Birch Bayh, D-Ind.

Chicago civil rights leader Jesse Jackson told Congress in February that "a separate Department of Education would help attract good people to come to high-level positions and stay long enough to make a difference; reduce duplication of effort; improve coordination; increase the effectiveness of the federal government as a support mechanism for state, local, and private education; and reduce the bureaucracy."

Cabinet Bill Has Bipartisan Support

Senate Democratic Leader Robert Byrd of West Virginia (right) and Senate Republican Leader Howard Baker of Tennessee (left) are among cosponsors of legislation for a Cabinet Department of Education.

Carter Budget Proposals Give Significant Priority to Education

WASHINGTON, D.C.—Considering the pressures on the Carter Administration to ease inflation and cut federal spending, education has fared well in the 1980 budget proposals made by President Jimmy Carter, NEA has announced.

The President gave "significant priority to federal programs in education while pursuing overall restraint in appropriations," said NEA Executive Director Terry Herndon shortly after the Carter budget was revealed.

Herndon pointed out the NEA's analysis of the budget shows many internal shifts, with some areas being increased and others decreased, and that the impact of these shifts will be analyzed further and dealt with in testimony before Congress in coming months. One change to which NEA has already taken major exception is what Herndon called "unwarranted cuts in the federal impact aid program, which could create additional problems for more than 2,000 school districts enrolling federally connected children."

The fiscal 1980 proposed total for the education division of the Department of Health, Education, and Welfare is $12.338 billion. This is just $382 million less than the fiscal 1979 appropriation of $12.72 billion—the highest annual federal contribution to education in history.

The total $12.338 billion in proposed spending by the education division breaks down approximately to $6.9 billion for elementary and secondary programs, $5 billion for postsecondary education, and nearly a half billion for research, innovation, and other support activities.

Some major program areas and their budget requests compared to 1979 appropriations are:

- **Title I of the Elementary and Secondary Education Act,** which provides aid for the disadvantaged and is often called the centerpiece of the federal education effort: $3.478 billion, up $142 million over this year.
- **Education of the handicapped:** $1.028 billion, up $51 million from this year's appropriation.
- **Desegregation assistance:** $354 million, up $22 million over this year's appropriation.
- **Bilingual education:** $174 million, up $15 million.

Among other elementary/secondary programs that would see increases under the President's budget are Indian education—from $72 million to $77 million, assistance in promoting improvements in the basic skills and in improving testing—from $28 million to $37 million, and alcohol and drug abuse education—from $2 million to $3 million.

The biggest cut being sought is in impact aid for districts enrolling federally connected children.

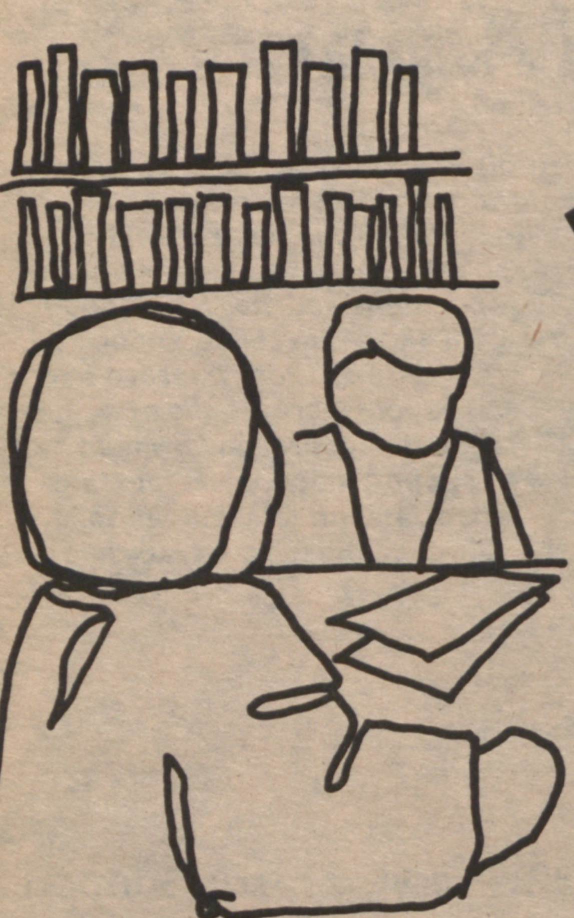
Carter Proposals for Higher Education Down, But Few Real Cuts Seen

The Carter 1980 budget proposals for higher education show some cuts, but federal officials presiding at budget briefings all maintained that services to students will actually increase.

This is partly, they said, because there has been money left over the past couple of years in the major student assistance programs. But they added that the major reason that budget authority for student financial assistance can be dropped $262 million—down from $4.868 billion in 1979 to $4.606 billion in 1980—is because better management has brought cost savings in the Basic Educational Opportunity Grants and increased collections in direct student loans.

In fact, they said, more than 1 million additional students from middle-income families are expected to benefit from the recent enactment of the Middle-Income Assistance Act (supported by NEA and the President in preference to tuition tax credits), which expanded eligibility for BEOGs and removed the family income ceiling for participation in the Guaranteed Student Loan Program.

The other $408 million slotted under the heading of higher education (bringing the proposed higher ed total to $5.014 billion compared to $5.319 billion in 1979) goes for a variety of programs, such as strengthening developing institutions and special programs for the disadvantaged.



NEA's New Legal Services Program Covers Over One Million Teachers

More than one million NEA members in 30 states will be eligible for reduced legal fees under NEA's innovative national Attorney Referral Program, creating the nation's largest group legal services plan.

Under the program, you, as a teacher and NEA member, will be referred to attorneys in your community who have been selected to participate. These lawyers have agreed to give NEA members a 30 percent discount off their legal fees for handling selected problems, which include real estate transactions, wills and probate, family law, consumer protection, and serious traffic violations.

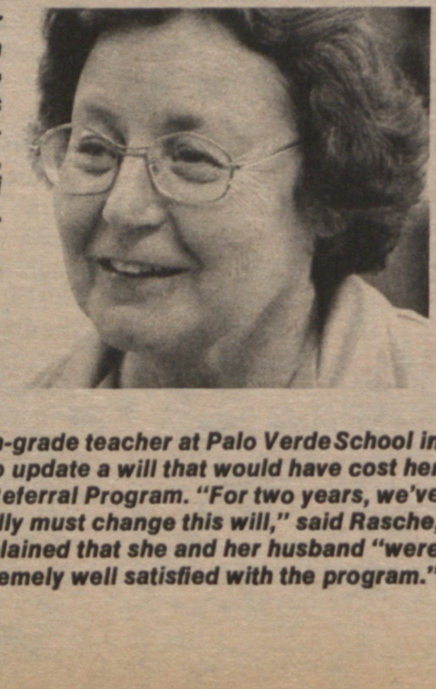
Arizona and New Jersey Teachers Tell of their Legal Aid

Arizona, a southwestern state with 21, 000 eligible members, and New Jersey, an eastern urban state with 110,000 eligible members, were two of the earliest states to implement NEA's national Attorney Referral Program. Here, some of the first teachers using the program talk with the NEA Reporter about their experience.

When Arizona teacher Sandra Moultrie wanted to check on her legal rights in the custody of her 13-year-old son Lyle (above with cat Grendel), she went to see a program attorney recommended by one of her fellow teachers. An association building rep at Scottsdale High School, Moultrie found the lawyer "extremely helpful" during her free consultation. "As a former legal secretary, I don't think enough people seek legal advice. If I needed any other legal services, I'd feel comfortable using the plan," adds Moultrie.

"It's one of the services you don't figure you'll use—until you need it and it's there," says Darrell Guy, elementary school librarian and NEA director from Arizona, who used the Attorney Referral Program when his daughter was involved in a traffic accident. The program covers not only teachers but also their immediate family.

"I wrote a will for $25. The lawyer and I discussed it for half an hour, then I came back later to sign when it was drawn up. I was treated just as nice as an important client," says Martha Macon, art teacher at Phoenix's Alhambri High School.



MaryLeah Rasche, fifth-grade teacher at Palo Verde School in Phoenix, paid $52.50 to update a will that would have cost her $75 outside the Attorney Referral Program. "For two years, we've been saying we really must change this will," said Rasche, who explained that she and her husband "were extremely well satisfied with the program."

All NEA members in participating states are automatically eligible for the Attorney Referral Program. A list of participating attorneys and their usual fees will be published by state associations and distributed to members. Members may contact attorneys directly to arrange for an appointment and should be prepared to bring identification as an NEA member with them to the attorney's office.

In addition to cheaper legal fees, a teacher is entitled to two free legal consultations a year, up to 30 minutes apiece. Attorneys will be available at convenient times, so you will not have to leave your classroom during working hours. If necessary, teachers may make arrangements with attorneys to pay their legal fees on an installment plan. And any member in a participating state who needs a lawyer's services in another state can call that state association's office for the name of a convenient participating attorney.

The Arizona Education Association was the first state to implement the referral program, in November 1978. The program is also currently operating in six other states, including New Jersey, Maryland, Kansa, Florida, New Hampshire, and South Dakota. State associations joining the national program this spring and next fall include Alabama, Alaska, Arkansas, California, Colorado, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Indiana, Kentucky, Mississippi, Missouri, Montana, Nevada, Ohio, Oklahoma, Rhode Island, Texas, Virginia, Washington, and Wisconsin.

The national Attorney Referral Program is a natural outgrowth of NEA's longtime interest in providing teachers with quality legal services. NEA has for several years supported work-related legal programs. More recently, NEA took an active interest in helping members with their personal legal problems.

Back in 1974, NEA sponsored three different pilot projects: in East Lansing, Michigan; Green Bay, Wisconsin; and a statewide program in Maine. Other state and local asociations also developed various group legal services plans on their own. At various times, NEA-affiliated programs have reached about 15 percent of NEA members. In December 1977 the NEA Board of Directors voted to adopt the nationwide Attorney Referral Program, which is similar to NEA's pilot operations in Green Bay and to another group referral program sponsored by the Indiana State Teachers Association.

Innovative as a national program, the Attorney Referral Program is the studied outgrowth of NEA's research in the legal services field. The program will bring reasonably priced legal services within reach of one million teachers this year, over half NEA's membership.

For further information, contact Lynn Ohman, manager, Attorney Referral Program, Teacher Rights, at NEA Center.

This feature on the attorney referral program was prepared by Assistant Editor Barbara Lawless.

NEA Also Protects You On the Job

NEA's Attorney Referral Program now provides legal help to teachers with certain personal problems. NEA has long furnished legal assistance to teachers who have job-related difficulties.

Since 1943, NEA's DuShane Unified Legal Services Program (and its predecessors) has supplied legal help to teachers whose rights to fair treatment in employment matters were violated.

In addition, NEA's Educators Employment Liability Program insures teachers against lawsuits arising from student injuries.

Fourth-grade teacher Helen DiCenso, who works at Lakehurst (New Jersey) Elementary School, recently bought two rental houses. "My attorney under the program checked out the title. He had a difficult time tracing it because two of the owners were divorced 60 years ago, but we recently went to settlement. I'm very satisfied with his services."

"I always said I was going to have another will made," explains New Jersey member Ellie Abbott, whose last will was made "B.C.—before the children," now in their teens. "My attorney was genuinely concerned about me," says Abbott, a social worker at H. Ashton Marsh Elementary School in Absecon. "I was really pleased with the service."

"It's the first time I've gone to an attorney," says Kathy Revelle, second-grade teacher at Brigantine (New Jersey) Central Elementary School, who saw a poster describing the program in her teachers' lounge. "My father advised me to make a will now that I'm married and have a two-year-old daughter," she said.

NJEA member Linda Berkowitz's son wanted to graduate from high school in three years, but the Toms River district lacked a policy for this. After pursuing administrative remedies as far as she could, Berkowitz called a program attorney to represent her before the school board. "The board has agreed to set up an early graduation program, not just for my son but for all students who can fulfill the requirements," reports Berkowitz.

Supreme Court Backs Teacher on Free Speech

WASHINGTON, D.C.—The U.S. Supreme Court has unanimously ruled in *Givhan v. Western Line Consolidated School District*, an NEA DuShane Fund case, that a public employee's private communications are entitled to First Amendment protection.

Bessie B. Givhan, a black Mississippi teacher assigned to a newly integrated school, charged that the school board terminated her employment in 1971 on the basis of private comments she made to the school's principal regarding the need for placing blacks in better nonteaching jobs within the school.

In the 9-0 decision, the U.S. Supreme Court upheld the district court's decision that the First Amendment right to freedom of speech protects both public and private expression, as urged in briefs and oral argument by NEA counsel representing Givhan.

The Court said: "The First Amendment forbids abridgement of the 'freedom of speech.' Neither the amendment itself nor our decisions indicate that this freedom is lost to the employee who arranges to communicate privately with his employer rather than to spread his view before the public."

The Supreme Court returned the case to the district court for consideration of remaining issues, including a question under *Mt. Healthy City Board of Education v. Doyle*, which requires that where the teacher proves that her nonrenewal was based in substantial part on conduct protected by the First Amendment, she is entitled to reinstatement and back pay unless the school board can prove that the decision not to renew her contract would have been reached in the absence of her protected conduct.

NEA Teachers Support Energy Coalition

PORTLAND, OREGON—NEA was represented at a December meeting of the Citizens/Labor Energy Coalition (C/LEC) by Ted Romoser, president of the Oregon Education Association.

The coalition includes more than 100 consumer, environmental, labor, senior citizen, and religious groups which advocate a progressive and people-oriented national energy policy. John Ryor, NEA president, is on the group's executive board.

Last November, C/LEC announced a national campaign to outlaw winter shutoffs of electricity and gas in areas where cold temperatures pose a health hazard.

Since then, the anti-shutoffs campaign has produced three major victories in Wisconsin, Maryland, and Minnesota.

A C/LEC task force is monitoring the pending deregulation of petroleum products and crude oil, an action which will raise the price of gas, heating fuel, and utilities. Another task force is seeking ways to insure that energy conservation and alternate energy sources mean a gain, not a reduction in the number of jobs.

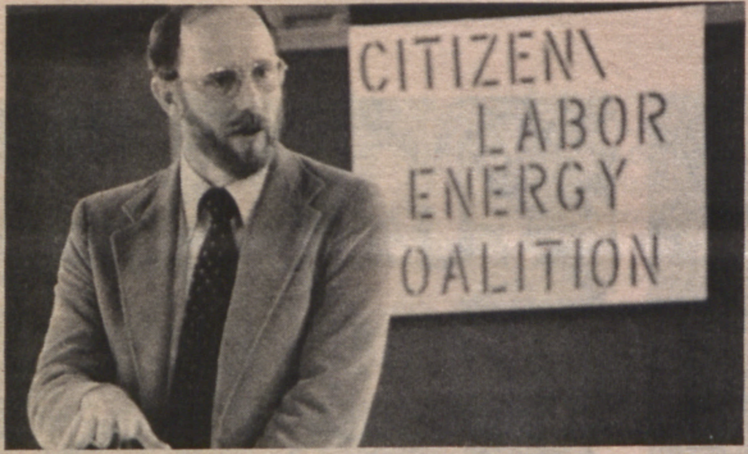
Romoser sounded optimistic about our energy future. He said, "There's a lot of talk about moral exhaustion in our society. With the emergence of groups like the new right, people say they are frustrated and dissatisfied with politics and policies. But here is still a segment among the people that is mobilized to seek to improve basic living conditions for Americans."

Energy Policy Resolution Passed by the 1978 NEA Representative Assembly

The National Education Associaton believes that a national energy policy must be established that would reflect the efficient use of energy from all sources. The Association believes that there should be a prompt and serious commitment to the conservation of energy resources with rapid development of renewable energy sources.

The Association urges its affiliates to support appropriate state and federal legislation and to participate in energy allocation and use-planning undertaken by state and federal resource management officials to guarantee that public schools are assigned priorities which would insure operations during the regular school year.

The Association supports programs to educate the public concerning the benefits and dangers of nuclear power as an energy source of the future and the concomitant problem of nuclear waste disposal.



Ted Romoser, president of the Oregon Education Association, speaks to the Citizen/Labor Energy Coalition in Portland. NEA is gaining allies for its top energy priority—energy-efficient school buildings. Teachers are also helping to educate the public on other environmental and energy issues.

FTP-NEA President Orr Chosen As Florida's Secretary of Labor

Wallace E. Orr, Florida Teaching Profession-NEA president since July 1977, has been appointed by Florida Governor Bob Graham to the post of Secretary of Labor. "To say that I am pleased would be an understatement," said Orr (shown below at a Tallahassee news conference). "I am deeply honored that Governor Graham nominated me for this position and in return I make a 100 percent commitment to fulfilling the varied duties of this agency." In naming Orr to head the Department of Labor and Employment Security, Graham said, "Wally Orr has the background and experience to assure that the agency will fulfill its goal of being a people-oriented, problem-solving department." The new FTP-NEA president is Chris Doolin of Leon County.

Teachers Protected by First Amendment Win Reinstatement and Back Pay

Teachers around the nation are receiving victorious affirmation of their First Amendment rights in lawsuits supported by the NEA DuShane Fund.

Rosa Zoll, a first-grade teacher for 29 years in Allamakee County, Iowa, was nonrenewed in 1975 when a projected decline in first graders was announced. Zoll contended she was laid off not because she was unsatisfactory—her evaluation on objective criteria gave her a maximum rating—but because she had written two letters critical of school policy to the editor of the local paper and had, therefore, received a poor subjective rating from the superintendent, principal, and school board.

The jury court verdict, upheld by the Court of Appeals, ruled that Zoll's nonrenewal was in retaliation for her letters to the editor, activity protected by the First Amendment, and ordered Zoll reinstated with back pay and attorneys' fees.

Patsy Goss, a nonrenewed college teacher in Texas who received the support of the Texas State Teachers Association and the NEA DuShane Fund, has been awarded reinstatement and $23,400 in back pay in a jury verdict upheld by the appeals court.

The jury found that Goss, who had associated with faculty organizations and participated in her husband's campaign for a seat on the college board of regents at the displeasure of the administrators, was dismissed for exercising a First Amendment right.

Three Missouri teachers—Ron Greminger, Sherry Greminger, and Gary Burkett—were nonrenewed in 1975 after they became the principal activitists in a teachers' salary dispute with the school board and had attempted to affiliate their teachers' association with Missouri NEA.

The jury's verdict, upheld by the U.S. Court of Appeals for the Eighth Circuit, ruled in favor of the teachers, who charged their nonrenewal violated the First Amendment. The jury found four school board members liable and awarded the teachers financial damages and reinstatement, in addition to attorneys' fees.

The case was remanded to the lower court to determine damages. In an out-of-court settlement, the teachers received nearly $84,000, including attorneys' fees.

NEA Calls for U.S. Investigation of Puerto Rico Schools

Student waits in front of lunchroom "door." Too many Puerto Rico schools reinforce the idea that school is like jail.

NEA has called upon the federal government to launch an immediate investigation into the Puerto Rico education system.

"There is little likelihood that education can go forward under present conditions," said NEA Vice-President Willard McGuire. "If left unchecked, Puerto Rico will suffer a bitter harvest: a generation dispossessed of its rightful heritage under both the flag of Puerto Rico and the United States."

An NEA task force, in conjunction with NEA's affiliate, Associacion de Maestros de Puerto Rico, released a 38-page report in January which describes deteriorated conditions of Puerto Rico's schools—its academic structure as well as its physical plant—and the use of federal funds.

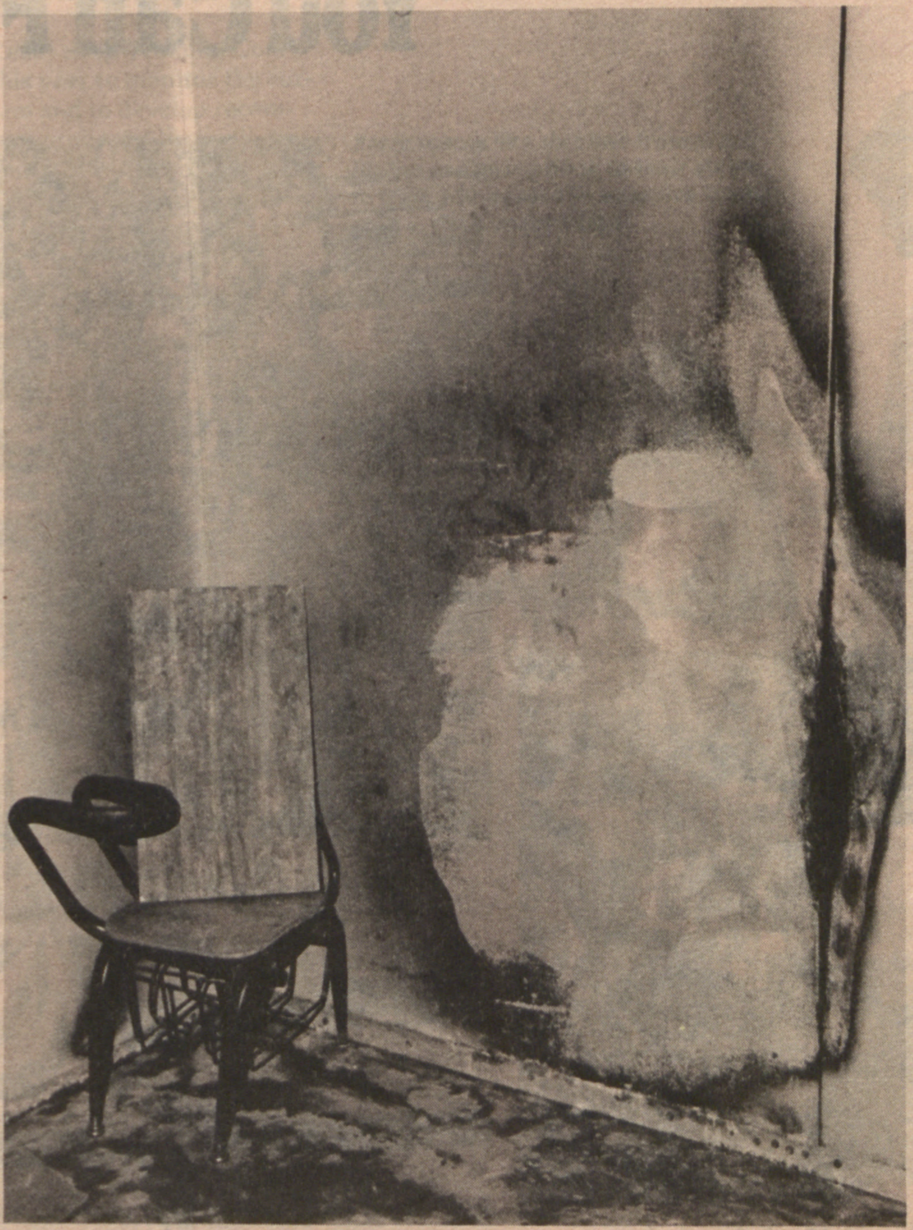
Aside from having to teach in depressed, cheerless, and impoverished surroundings, the Puerto Rico teacher often works in an atmosphere of constant disturbance, combats huge discipline problems, suffers from lax school security—both in person and in property—and at times is the victim of violence.

Vivian Bowser, member of the NEA Executive Committee, who visited Puerto Rico, said teachers there are concerned over the misuse and mismanagement of federal funds.

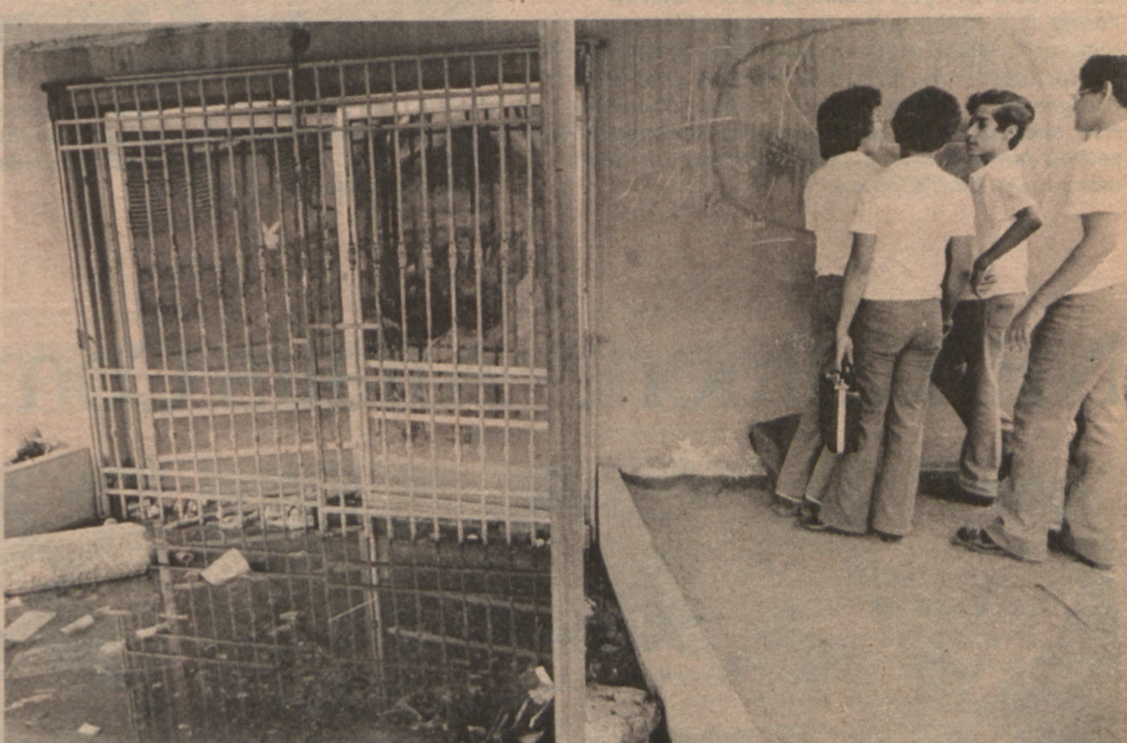
James Williams, NEA regional coordinator, said: "We visited a lot of Title I classrooms that didn't have supplies. Teachers were told supplies were ordered, but they never got to the classroom."

Many Puerto Rican teachers are convinced that political favoritism has replaced scholarship and achievement as the standard for job security and acquisition.

The task force, which was chaired by Tony Rollins, president of Missouri NEA, made five recommendations in addition to the call for a federal investigation: reorganization of the Puerto Rico school system, establishment of a master plan for education that includes an upgraded building improvement program and limits on class size, improvement of teacher academic standards, emergency clean-up of schools and establishment of a childhood health program, and action by the Puerto Rico affiliate to enforce the recommendations and help elect public officials who support pro-teacher legislation.



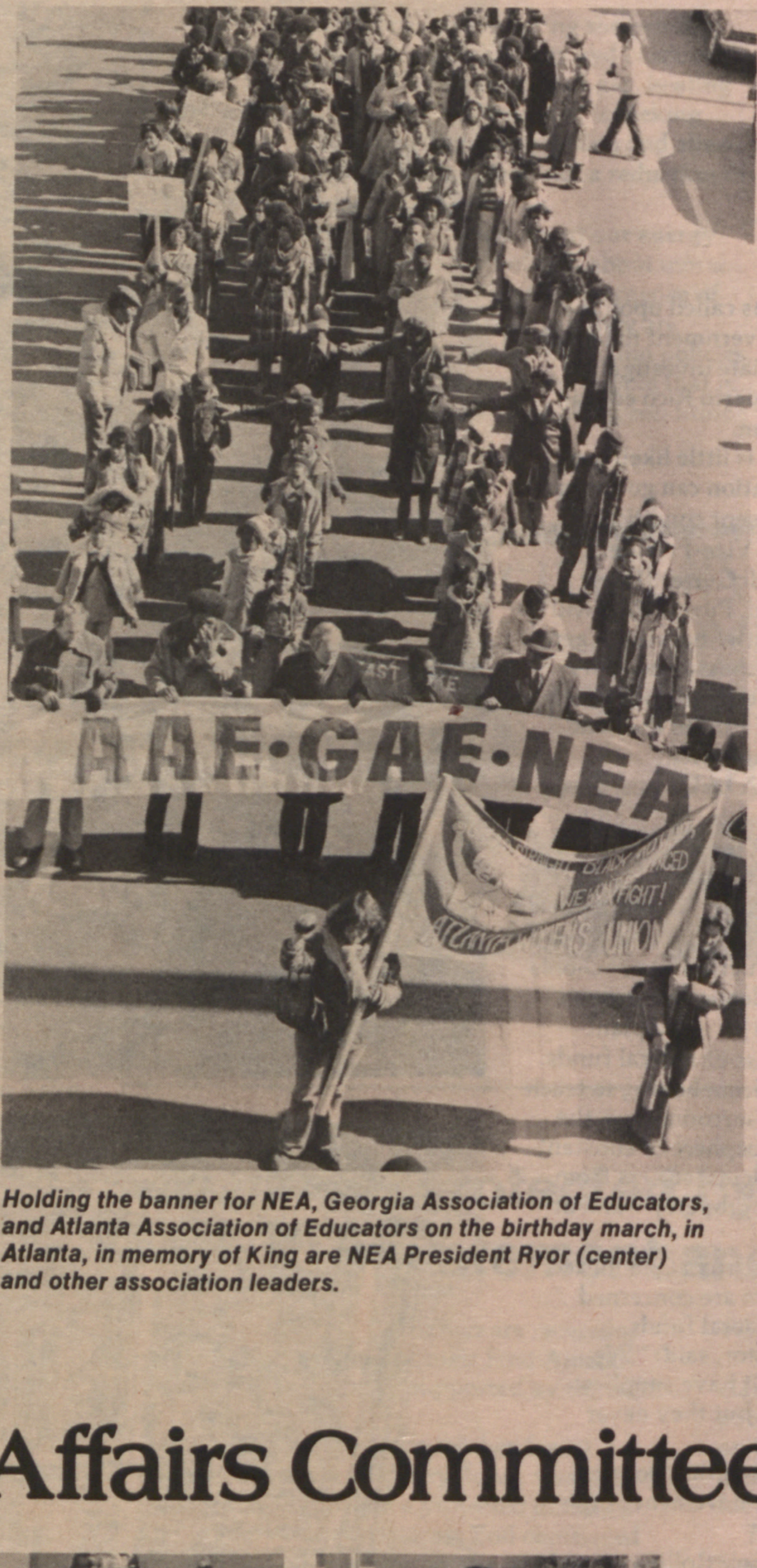
Damaged wall and broken desk are examples of deteriorated Puerto Rico schools found by NEA visitors. Teachers and students find work in these surroundings demoralizing, NEA says.



Poor drainage has closed this ground-floor classroom. Graffitti and vandalism are commonly found here.

NEA
HUMAN
RIGHTS
REPORT
News of special concern
to NEA minorities
and women

The King 50th:
"You Can Fulfill the Dream"


Holding the banner for NEA, Georgia Association of Educators, and Atlanta Association of Educators on the birthday march, in Atlanta, in memory of King are NEA President Ryor (center) and other association leaders.

NEA President Ryor, speaking before Andrew Young, U.S. Ambassador to the United Nations, and other dignitaries at the commemorative service on Martin Luther King, Jr.'s 50th birthday anniversary, pledges NEA's commitment to building Freedom Hall, sponsoring the Institute on Nonviolence, and setting January 15 as a national holiday, in "testimony to Dr. King's legacy."

Through actions of the NEA Board of Directors, NEA has pledged to support a campaign to build Freedom Hall, memorial complex of the Martin Luther King, Jr. Center for Social Change in Atlanta, which has cosponsored the annual human rights program at the Institute on Nonviolence with NEA, and to support legislation that will make Martin Luther King, Jr.'s birthday on January 15 a national holiday.

NEA President John Ryor has accepted chairmanship of the education division of the Freedom Hall campaign and has called upon state and local associations to hold campaigns between January 15 and April 4, the 11th anniversary of King's death. A goal of 50¢ per member is suggested.

In an address during the televised PBS ecumenical service in Atlanta on the 50th birthday observance of King, Ryor described him as "a great American and great teacher who believed in the promise held out by this country for its people and a man who lived the message he preached by working in the streets with the economically and socially alienated."

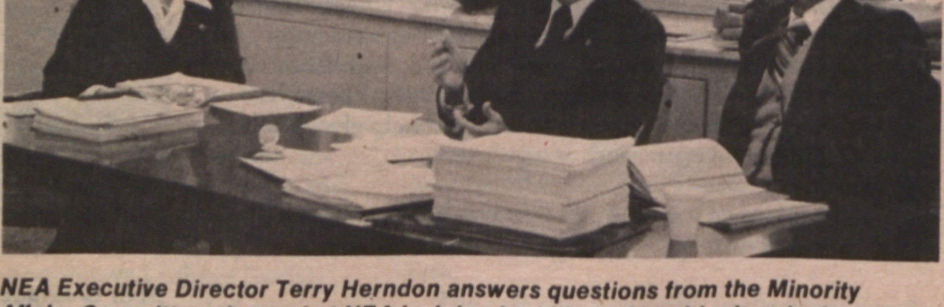
He continued, "The test of our belief and our commitment to Dr. King's dream is in our behavior as individuals and as institutions."

By teachers participating in the fundraising on local, state, and national levels, the center may dedicate a seminar room in Freedom Hall to NEA and the united teaching profession.

Freedom Hall will honor, preserve, and increase student awareness of King's teachings and philosophy.

NEA Minority Affairs Committee in Action

At a recent meeting of the Minority Affairs Committee, members of MAC discuss how to strengthen NEA's position and policy on bilingual/multicultural education as an ongoing concern, how to involve minorities in the 1980 census and to utilize proper instruments and personnel to reach the vast population of people who don't speak English, and how to assure minority input in International Year of the Child activities.


NEA Executive Director Terry Herndon answers questions from the Minority Affairs Committee about what NEA is doing for bilingual/multicultural education, as cochairs of MAC, Billie Nave Masters (left) and José Correa, listen.

Women Train To Be Teacher-Leaders

SEATTLE, WASH.—Fifty women NEA members from Colorado, Nebraska, Nevada, New Mexico, Texas, Wyoming, and Washington attended the fifth in a series of six Women's Leadership Training sessions here last December and formed state teams to train 100 additional women from their respective states by August 31, 1979.

Another session held in Cleveland, Ohio, in January trained another 50 state team trainers from the District of Columbia, Michigan, Minnesota, Mississippi, New York, North Dakota, Tennessee, Vermont, and West Virginia.

The training sessions, since the program began in 1976, include workshops on communication in leadership, decision making in leadership, understanding the system, and action planning for leadership.

The NEA Women's Leadership Training Program, through the NEA Leadership Academy, instructs women with potential leadership skills in the goals and governance structures of their local, state, and national associations and in how to become involved in entry-level policy-making and leadership positions.

Through leadership training, women can increase their representation and leadership in elected, appointed, and staff positions of the association in proportion to their numbers, as faculty or building representatives; as members on political action, negotiations, grievance, and other standing committees; as association staff; as local, state, or national association officials; and as NEA directors.

A contract between the state affiliates and NEA says states should provide the opportunity and resources for training 100 women. However, "new or uninvolved members don't know how to get the state association to work for them," says Terry Bergeson, chairperson of NEA's Special Committee on Women's Leadership Training and NEA's Women's Caucus.

The state associations have been asked to assign staff contacts to assist the team trainers in reaching their goals. Programs also need resources allocated, released time paid for, and budget to recruit women. "The biggest problem has been recruiting women," adds Bergeson.

"The Women's Leadership Training Committee, appointed this year to monitor the current training program and to develop recommendations for future programs that will promote women's leadership development within the united teaching profession, hopes to see this type of training for entry-level women institutionalized into state training programs," she emphasizes.

State teams like this one from Washington are going back to their states to train 100 women to exercise leadership in their associations.

NEA Urges Supreme Court To Dismiss "Reverse Bias" Suit

WASHINGTON, D.C.—NEA has joined eight other organizations in filing a friend of the court brief before the U.S. Supreme Court supporting affirmative action measures by employers to overcome the absence of minorities from skilled jobs.

Supporting the position of the United Steelworkers of America, NEA argues that a training program established by Kaiser Aluminum and Chemical Co. and the United Steelworkers was a reasonable response to the absence of blacks in craft jobs at the Kaiser company. A suit had been brought by Brian F. Weber, a white steelworker, who charged "reverse discrimination" because he was denied admission to the training program.

NEA believes that teaching staffs and faculties should reflect the ethnic diversity in our society and, accordingly, that collective bargaining contracts containing affirmative action provisions assuring such diversity should not be discouraged.

Other organizations filing with NEA are the American Federation of State, County, and Municipal Employees, AFL-CIO; International Union of Electrical, Radio, and Machine Workers, AFL-CIO; International Union of Oil, Chemical, and Atomic Workers, AFL-CIO; International Union, United Automobile, Aerospace, Agricultural Implement Workers; International Woodworkers of America, AFL-CIO, CLC; United Farm Workers of America, AFL-CIO; Coalition of Black Trade Unionists; and Coalition of Labor Union Workers.

The Challenges of Ending Sex Bias

By Marjory Sharp, president, Kansas-NEA

(This statement first appeared in the *Kansas Teacher* and is reprinted here, in slightly edited form, with permission.)

While the Equal Rights Amendment struggle was holding the headlines the past seven years, many other efforts to bring equity of rights to women have quietly occurred through the courts, the legislatures, media education of all kinds, and in the schools.

We in the United Teaching Profession are proud to have taken a lead in this progress through our affirmative action mandates within the profession, through working with Congress to build Title IX and EEOC bulwarks against longstanding inequities, through Women's Leadership Training in which Kansas was an NEA pilot state, and even in the courts through a Kansas class action suit to protect pregnant teachers and more recently through joining as amicus with the Kansas Civil Rights Commission in upholding a telephone worker's rights to accumulated sick leave for maternity-related disabilities.

Thanks in large measure to NEA leadership in a labor and women's rights coalition, Congress clarified its original Title VII intention that pregnancy disabilities must not be discriminated against in employment policies.

But still we ponder a statement by former Asst. Secretary of Education (HEW) Virginia Trotter which lays "much of the blame for prevailing sex biases . . . to education and the role it plays in the socialization process." Where are we in changing this role? Is our progress as great as it must be?

Title IX has forced many changes in schools, including curricular, some of which intentionally are misrepresented in a manner not unlike ERA misrepresentations. The profession has pressed textbook publishers to be more sensitive to the fact that Dick and Jane not only are a cultural shock to inner city ethnic-minority children but that Jane should not be confined to the roles of homemaker, nurse or teacher! Enrollments by women in engineering, medicine, even in the astronaut program, seem to indicate we are reversing centuries of mis-socialization.

(Continued on next page)

(Continued from preceding page)

But we as teachers know there are many "non-headline" concerns which still confront society. And they are more devastating in subtle ways. Minority women still face an Anglo society which has attempted to alienate them from their ethnic heritage and from the men of their cultural background. They also feel the pressures on them to gain more education, particularly a higher education, which often results in the painful reality that even then job opportunities are limited.

The single-woman parent too often retreats into bitterness after battling government situations that border on harrassment, dealing with discreetly effected inequities in the economic spectrum, existing in a form of social isolation, and striving for a better education under severe hardships only to find—again—limitations in the "real world."

So with what further strategies can we in education meet these subtle challenges? Here are some suggestions:

- Encourage more research to deal with the concerns of women—particularly minority women
- Help higher education institutions find a way to sensitize teachers to special needs
- Stress the need for implementing a clearinghouse for information on people and resources in this area of concern
- Encourage women, again particularly minority women, to become involved in developing appropriate programs, etc., to help themselves
- Encourage women to assume responsibility in the decision-making that affects their lives at any level
- Encourage the media to carefully deal with even more sensitive "non-headline" problems
- Provide more assertive training for women.

You undoubtedly have many more ideas on what to do. Our United Teaching Profession must decisively deal with this area as we continue to creatively strive for fulfillment of an enlarging American Dream: every child will gain the education needed to maintain a democratic society—free of biases.

During an NEA observance of American Indian culture and history on February 1, Billie Nave Masters (left), chairperson of the NEA American Indian Native Alaska Caucus and cochair of the Minority Affairs Committee, explains the need to increase awareness of Indian heritage. "The 150,000 years of American history the American Indian lived in this nation before colonization are never taught to Indian children in school books," she said. Sparlin Norwood (right), member of the NEA American Indian Native Alaska Caucus, stresses the need for Indian self-determination and for an "autonomous parents-teachers group to assess the needs of the children and to get whom they want to fulfill those needs."

New Analysis Confirms:
Smaller Classes=Better Learning

SAN FRANCISCO—Smaller class size means increased achievement by students, a new analysis shows.

Confirming the "gut feeling" of teachers, the comprehensive analysis conclusively documents the relationship between the number of students a teachers must deal with and the amount of learning that takes place in the classroom.

Titled "Meta-Analysis of Research in the Relationship of Class Size and Achievement," the research by Gene Glass and Mary Lee Smith of the University of Colorado covers 80 studies on class size, going back as far as 1900 and involving some 900,000 students of all ages and aptitudes.

The research was published here by the Far West Laboratory for Educational Research and Development. Copies of the research report are available from the laboratory's Order Department (1855 Folsom Street, San Francisco, CA 94103) for $5.50 ($7 for first-class return mail)—money must accompany order.

Advanced Methods

Glass and Smith say they used the most advanced and sophisticated methods of research integration ever applied to the available data. Their work is part of a broader project on class size and instruction being done by the Far West Laboratory and funded by the National Institute of Education, the research arm of the U.S. Department of Health, Education, and Welfare.

"Research on the relationship between school class size and academic achievement is old, huge, and widely believed to be inconclusive," Glass and Smith say. However, their work uncovered many studies not examined in earlier investigations and also showed that previous reviews of the evidence have ranged from "haphazard" to "crude."

Among the reasons "why previous research reviewers lost their way in the forest of data," say Glass and Smith, are that literature searches were haphazard and often overly selective; reviews were typically narrative and discursive despite the fact that "the multiplicity of findings cannot be absorbed without quantitative methods of reviewing"; and reviewers used crude classifications of class sizes, took "statistical significance" of differences too seriously, and lacked sufficiently sophisticated techniques for integrating results.

Contradicts Earlier Studies

Having applied their more advanced methods, Glass and Smith state flatly that their research "established clearly that reduced class size can be expected to produce increased academic achievement." This is in direct contradiction to many of the earlier studies, including one done last year—and widely publicized in the media—by the Educational Research Service, which is funded by several school administrators' groups. That report, they note, "staggered visibly under the weight of the research data. . . ."

Glass and Smith collected about half again as many studies as did any previous reviewers; they also included data on a few studies on the effects of tutoring very small groups of students. Throughout these studies, they found several hundred comparisons of the achievement of pupils in larger and smaller classes. For their purposes, for example, 12 comparisons would result from comparing the scores of classes of 15, 20, and 25 students on four subtests of the Stanford Achievement Test. Because the various researchers producing the studies had used all sorts of scales to express their results, Glass and Smith then tackled the task of sorting out the results and converting them to a common statistical scale.

Their article in the April/May NEA magazine, *Today's Education*, expresses all comparisons in percentile rankings and grade equivalents.

Jersey College Teacher To Direct Vocational Study

WASHINGTON, D.C.—Howard Parish, associate professor of Geoscience at Jersey City State College, has been named to chair a new NEA Committee on Vocational and Practical Arts Educators.

The special committee was set up by the NEA Board of Directors to undertake a two-year study of the needs of vocational and practical arts educators across the nation.

Parish, who is president of the Association of New Jersey College Faculties, said the study would focus on identifying current and potential vocational and practical arts educators, examining NEA's stance on federal legislation affecting these areas, developing minimum standards for vocational and practical arts educators, and developing a clearinghouse for cooperative efforts with other groups that seek to represent vocational and practical arts teachers.

"Don't make me hurt you!" threatens a convicted murderer in the upcoming NEA-recommended one-hour TV special, "Scared Straight!" Hosted by Peter Falk, the program is designed to scare the crime out of hard-core juvenile delinquents. "Scared Straight!" will air the week of March 5; check newspapers for date and station.

NEA Forum Topics:

Teachers As Consumers, Teachers As Trainers of Consumers

SAN FRANCISCO—"A teacher buys something every five minutes," says Don Richardson, director of Special Services at the Colorado Education Association.

"Ask yourself," he adds, "from the time you rose this morning, how many merchants have been bidding for your money? Remember not only the tangible business items, but things like your insurance and means of travel. We don't know exactly how much money teachers collectively spend, but if we did, I think the amount would overwhelm us."

Richardson was a participant here in the biennial NEA Teacher Consumer Forum, held January 12-14. Two hundred teacher-leaders and staffers discussed consumer training for teachers on issues such as life, liability, and disability insurance, discount buying, and tax-deferred annuities.

The forum's two featured speakers were Rep. Ronald V. Dellums (D-Ca.) and consumer advocate David Horowitz.

Congressman Dellums, who has consistently supported education legislation, challenged NEA teachers to deal with the problems of the poor person and the average person through their political action programs.

"1.8 million is a lot of people," he said. "Your collective voice is powerful. This forum is an innovative way to help consumers make their choices."

David Horowitz, one of the nation's foremost consumer experts, appears on several television programs, including *Consumer Byline, America Alive,* and *The Tonight Show.* He rapped the education establishment for letting kids go through the system without learning basic economics and consumer awareness. He warned that the public reprimands the schools by defeating bond referenda and other financial supports.

"They're cutting off their noses to spite their faces. Teachers can create an awareness of consumerism that would help build support for the schools," he said.

"You have the roots of a real consumer movement in America," he added. " You reach more people in a week than any congressman or senator or even television. You have a lot of power."

Horowitz praised NEA Special Services for its consumer awareness and said, "Teachers have the best insurance broker in America working for them."

NEA President John Ryor, who also addressed the group, said that based on present statistics 565,000 members are utilizing one form or more of NEA Special Services. Ryor said a goal of 200,000 more participants in the next two years is realistic.

NEA TEACHER CONSUMER FORUM
Consume ucati Buyer ~~Beware~~ Aware

Shirley Coffey (left), NEA director from Virginia, listens while consumer advocate David Horowitz speaks to the NEA Teacher Consumer Forum. He says, "You can show young people how to be creative, aware, informed consumers. Educators should develop a real, relevant, and responsible consumer curriculum."

Dakota Teacher Wins Due Process Suit

BISMARCK, NORTH DAKOTA—The North Dakota Education Association has won a $15,000 damage suit for newly elected State Rep. Serenus Hoffner—the largest verdict ever returned by a jury for a public school teacher in North Dakota.

Hoffner was awarded $15,000 for wrongful nonrenewal of his 1977-78 contract as a teacher and wrestling coach in Hettinger, west of here.

The trial was held in the U.S. District Court here before Judge Bruce VanSickle.

Damages of $15,000 were assessed against Hettinger Public School District 13, its five school board members as individuals and in their capacity as school board members, and School Superintendent Gordon Reinke.

It is the first time in state history, NDEA legal counsel Dan Chapman said, that school board members and the school superintendent have been individually responsible for their actions in a school district case.

In addition, it is the first time a North Dakota teacher has made such a recovery under the U.S. Civil Rights Act.

"The laws protecting teacher rights through due process have been in effect for some time," said NDEA Executive Director Adrian Dunn. "Boards have been ignoring these laws and rights. Now the courts are saying they can't do that and placing monetary penalties on their actions as individuals. This decision will make boards more careful about their actions."

NEA Plans Involvement in Year of the Child

The United Nations has proclaimed 1979 the International Year of the Child, symbolized by the design at right. The program seeks to place the child in the center of world attention and to inspire and coordinate advocacy and action on behalf of children everywhere.

IYC 1979

NEA's Office of International Relations has sent a packet of materials on the International Year of the Child to all state association public relations directors.

In addition, the February/March issue of *Today's Education* includes a special 16-page feature recognizing teacher involvement in the program.

Global Peace Award Nominations Open

Nominations are now being accepted for the NEA Dorros Peace Trophy Award. The award is presented to a state or local association that has made the most significant contribution to the global community concept.

The original NEA Dorros Peace Trophy Award is on permanent display at NEA Center and is engraved with the name of each year's recipient. The award-winning organization receives a duplicate of the trophy at the NEA Annual Meeting.

Deadline for submitting nominations forms, which can be obtained from state associations and NEA's Office of International Relations, is May 1, 1979.

Deadline Set for Applegate International Award

Nominations for the NEA-sponsored Irvamae Applegate International Understanding Award are due by May 1, 1979. The award each year honors a teacher who has furthered international understanding through leadership, acts, or support.

Any member of NEA or local or state associations may recommend a nominee by completing a nomination form available from the NEA Board of Directors, Executive Committee, regional offices, state associations, and Office of International Relations at NEA Center.

The winner of the award will receive a ceramic sculptured plaque at the 1979 NEA Annual Meeting in Detroit.

Nominations Open for Annual Friend of Education Award

WASHINGTON, D.C.—The NEA Board of Directors will present its eighth annual Friend of Education Award during ceremonies at the 1979 NEA Annual Meeting.

The award recognizes either a specific accomplishment or a long-term contribution of national significance to the betterment of American education. Nominees may be public officials or private citizens, and selection of finalists will be made regardless of age, sex, race, color, or creed.

Any members of NEA or a local or state association may nominate a recipient for the award by completing a form which is being sent to all state and local associations. Additional copies may be obtained from David Foerster, staff contact at NEA Center. Nominatons for the 1979 award must be postmarked by April 15, 1979.

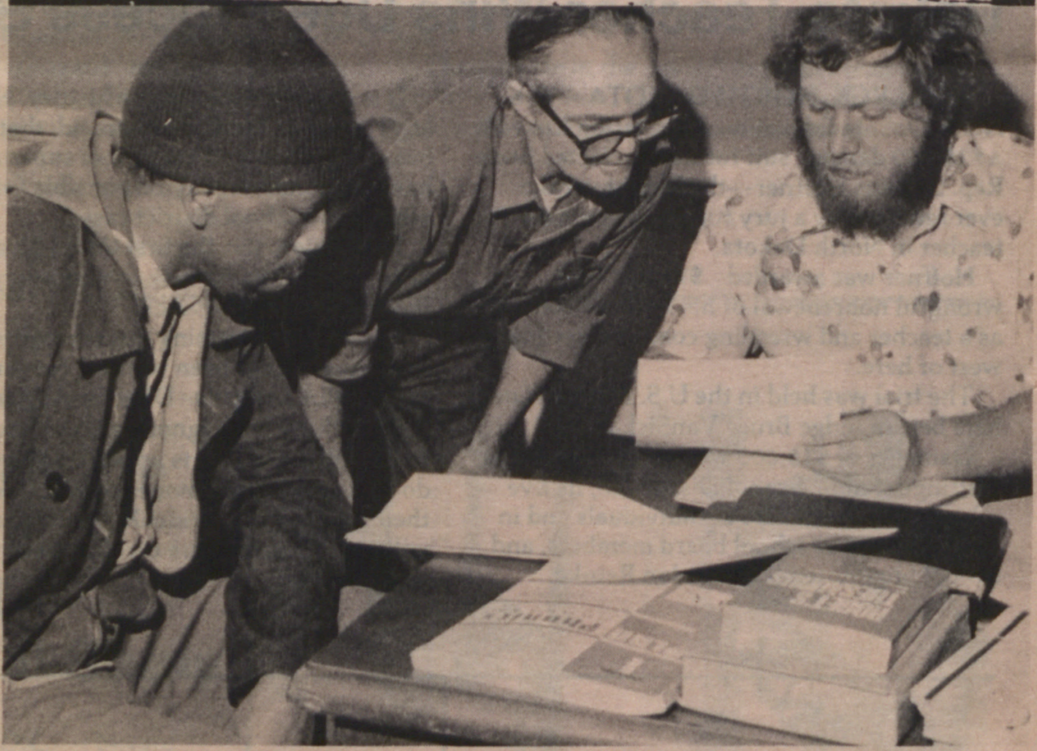
TEACHING BEHIND BARS:

NEA MEMBERS WORK IN PENAL AND MENTAL INSTITUTIONS

Nobody knows how many teachers across the country work in prisons, mental institutions, and other correctional facilities, but NEA has backed them all since 1973 when teacher-leaders passed the following resolution:

"Education in Correctional and Rehabilitation Agencies.

"The National Education Association will provide legislative and professional support to its members teaching in federal, state, and local correctional and rehabilitation institutions, in hospitals, and in other custodial agencies. The Association will assist its members in improving the standards of instruction in these institutions."



Teacher Lawrence Georgetti (right), who teaches reading and math, stresses the importance of one-to-one contact with his students. Here, inmates Charles Garrison (left) and Herbert Decker (center) have their work reviewed. Georgetti may instruct students for as little as two months or as long as three years.

DALLAS, PA.—Some teachers go to prison every day. Not an imaginary prison, or a school that is jokingly called a prison, but a real prison.

Five days a week, fifteen teachers, including vocational instructors and counselors, enter the Dallas Correctional Institution located here in the deer-populated countryside of northeastern Pennsylvania.

These teachers are almost used to the guards, the metal detectors, the locked gates and doors, and the restrictions against entering with gum (which can jam a lock), medicine or candy (which may hide drugs).

"Most people think we have a lot of discipline problems, but we don't," says Robert Phillips, president of the statewide Correctional Institution Vocational Education Association (CIVEA).

"We're much more disciplined than a regular school," continues Phillips. "The students are more mature. Also, we have the right to permanently dismiss them from our classes."

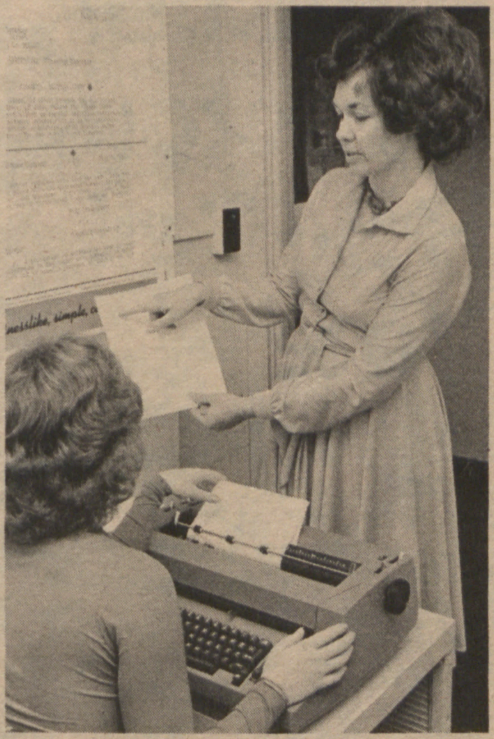
Affiliated with the Pennsylvania State Education Association and NEA, CIVEA has 56 members (out of a possible 80) who work in Pennsylvania's eight prisons.

Classes, held in a separate building, part of a low-slung complex of the 1960's, are much like classes everywhere. But there are differences.

No guards sit in class, but one is on duty just

NOTICE
ALL INMATES
MUST HAVE A
PASS

WOMEN'S PRISON MORE RELAXED



An enthusiastic member of CIVEA, prison teacher Shirley Bower says the union "has made me secure, and salary-wise, it's made a big difference."

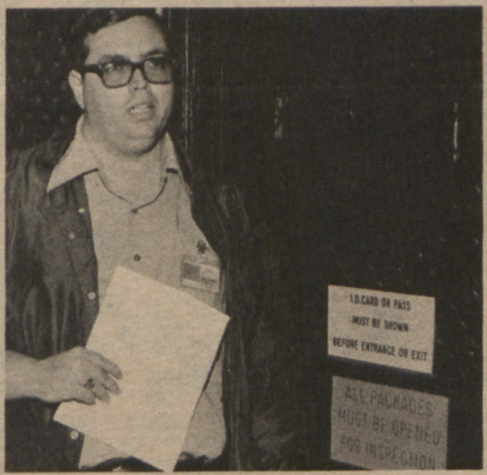
MUNCY, PA.—Muncy State Correctional Institution for women looks like a college campus, so much so that it's a cliché to say so.

It certainly doesn't look like a prison. There are no walls, no locked gates around this women's prison in northeastern Pennsylvania.

Compared to the Dallas prison for men some 50 miles away, the atmosphere here is much more relaxed. Still, it is a prison, and there are daily head counts to make sure nobody leaves before she's supposed to.

Of the over 200 women at Muncy, ranging in age from 16 to 73, some 114 are taking education courses of one type or another, from homemaking and typing to less traditional courses such as electronics and auto mechanics. In both the men's and women's prisons, inmates can also attend college courses.

GRIM CORRIDORS OF A MENTAL HOSPITAL



"I teach from the kindergarten level through junior high," says Steve Seller, who presently has a class of men 22 to 26 years old who read on a first- through third-grade level. Seller is president of the Ohio Institutional Education Association, which claims over 100 members and which is affiliated with the Ohio Education Association and NEA.

LIMA, OHIO—Fewer than 400 patients now inhabit the grim corridors of the state mental hospital here. Once 3,000 patients were committed here, but court decisions in the late 60's thinned out the crowds.

Patients at this maximum security mental hospital here have been committed by the courts for a sex-related crime, found mentally incompetent to stand trial, or found not guilty by reason of insanity during trial.

Though it rarely breaks through, violence lies just below the surface. Teacher Steve Seller was warned not to wear a necktie (someone might grab it) and told "never to let a patient come between me and the door." Still, he's only had to help break up one fight in the past few years.

"I treat each one differently," says Seller of his students. "They have nothing to lose. When they blow up in class, I call for a guard to take them back to the ward."

Upholstery instructor Jerry Noviello watches student strip down chair to the bare frame. Noviello proudly reports that one of his students opened her own upholstery business upon her release from prison.

down the hall.

Students, mostly from Philadelphia, average 25 years old with poor academic backgrounds. Phillips uses social studies texts on a seventh- through ninth-grade level.

Inmates are paid to attend classes here, just as they're paid for other work details. One difference: prisoners on job details get their entire pay (ranging from 10 to 30 cents an hour) fairly soon, but prisoner-students only get half their pay, with the other half held until they complete the course.

Still, many prisoners take advantage of their enforced opportunity for education by studying for their high school equivalency certificate.

Prison teachers here have small classes and work with their students on a one-to-one basis. CIVEA salaries under the expired contract ranged from $12,287 for a B.S. to a top of $16,407 in six years with a Ph.D., based on an eight-hour day, twelve-month year.

Until last year, CIVEA members worked for an "intermediate unit" in the state's educational establishment. Reclassified as state employees, they have successfully fended off an AFT challenge to call a new representation election, and are negotiating their first contract with the Commonwealth of Pennsylvania.

NEA Board of Directors Roll-Call Vote

At its February 1975 meeting, the NEA Board of Directors voted to require that roll-call votes of the Board be published in the *NEA Reporter*.

One such vote was taken at the December 1-2, 1978, meeting of the Board.

Roll-Call Vote

(109—YES, 15—NO, 6—NOT VOTING

SUBJECT OF VOTE:
Approval of a transfer in the amount of $65,721 from the Contingency Fund to the NEA Directors in-state budgets.

VOTING YES

Butler (Ala.)
Dotson (Ala.)
Potter (Alaska)
Guy (Ariz.)
Rochford (Ariz.)
Thompson (Ark.)
Edwards (Calif.)
Estrellas (Calif.)
Foglia (Calif.)
Hodgkins (Calif.)
Kuiper (Calif.)
Logue (Calif.)
Shaw (Calif.)
Tinson (Calif.)
Vick (Calif.)
Bradshaw (Colo.)
Lansford (Colo.)
Bell (Conn.)
Rossomando (Conn.)
Gates (Del.)
Myrick (Fla.)
Wilson (Fla.)
Scott (Ga.)
Wright (Ga.)
Nakano (Hawaii)
Ducker (Idaho)
Barrow (Ill.)
Betterman (Ill.)
Mack (Ill.)
Rich (Ill.)
Hock (Ind.)
Vandersteen (Ind.)
Peterson (Kans.)
Nall (Ky.)
Kelly (La.)
Thompson (Maine)
Elliott (Md.)
Jones (Md.)
Christian (Mich.)
Duckworth (Mich.)
Jackson (Mich.)
Kosa (Mich.)
Bauermeister (Minn.)
Holman (Minn.)
Newton (Minn.)
Woods (Miss.)
Keeling (Mo.)
Johnson (Mont.)
Kaldahl (Nebr.)
Conrad (Nev.)
Sargent (N.H.)
Blackburn (N.J.)
Gibson (N.J.)
Owens (N.J.)
Parish (N.J.)
Ward (N.J.)
Smith (N. Mex.)
Pisa (N.Y.)
Washington (N.Y.)
Jones (N.C.)
Rader (N.C.)
Wilson (N.C.)
Larson (N.D.)
Luddeke (Ohio)
Potts (Ohio)
Willcox (Ohio)
Dyer (Okla.)
Fulton (Okla.)
Rollins (OV)
Angle (Pa.)
Burse (Pa.)
Farr (Pa.)
Freitag (Pa.)
Wyland (Pa.)
Allen (S.C.)
Cooper (S.C.)
Horgen (S.D.)
Martin (Tenn.)
Pike (Tenn.)
Utley (Tenn.)
Brock (Texas)
Foster (Texas)
Harrell (Texas)
Hilger (Texas)
Hunt (Texas)
Reininger (Texas)
Chatterton (Utah)
Coffey (Va.)
Nelson (Va.)
South (Va.)
Peterson (Wash.)
Keeney (W. Va.)
Blank (Wis.)
Niemeier (Wis.)
Stephenson (Wis.)
Fitch (Wyo.)
Benson (At large)
Futrell (At large)
Sproul (At large)
Bateman (SNEA)
Kroll (SNEA)
Mann (SNEA)
Bowser (Ex. Com.)
Bruch (Ex. Com.)
Fujimori (Ex. Com.)
Lipscomb (Ex. Com.)
Woodard (Ex. Com.)
Wynn (Ex. Com.)
McGarigal (Ex. Com.)

VOTING NO

Coluzzi (D.C.)
Mitchell (Iowa)
Pessarelli (Ky.)
Dunn (Mass.)
Gilmore (Mass.)
Johnson (Mass.)
Schutt (Mass.)
Safronoff (Mich.)
Lawrence (Ore.)
Wiper (Ore.)
Mello (R.I.)
Chaffee (Vt.)
Aucutt (Wash.)
McGuire (Ex. Com.)
Ryor (Ex. Com.)

NOT VOTING (includes absentees and nonrespondents)

Halliburton (Iowa)
Steele (Kansas)
Norton (La.)
Savage (Ohio)
del Valle (P.R.)
Newkirk (At large)

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

D.C. Voting Rights

This is in response to C. J. Randolph of Lancaster, Pennsylvania, who wrote in the January/February issue equating "the admission of the District of Columbia for voting representation" with giving "all large cities the same voting representation." . . .

I do not want to think that Randolph does not care about the problems of D.C. residents because he votes as he chooses in Pennsylvania for his congressman who can then represent him by *voting* in Congress. I choose rather to believe that Randolph does not understand the problem because it is not his problem.

Y. C. Whitten
Orange, Virginia

ERA Immoral?

As a member of NEA, I Sherrie Beth McCulley, hereby doth state for the record that as of January 1, 1979 I withdraw from active membership in the NEA. I do not wish to belong to an organization that supports the ERA as does the NEA. As pointed out by the November 1978 issue of the *NEA Reporter* the ERA ratification has become one of the organization's major goals.

The ERA issue does not only affect me socially, but morally and spiritually as well. I believe that the ERA is in direct contrast with God's Word and therefore against the good of society. I am proud to be a teacher, especially in such a fine school system, but most of all I'm proud to be a woman.

Sherrie Beth McCulley
Sparta, Tenn.

Helping the Children

Your *NEA Reporter* disturbs me more each month I read it.

1) When NEA began it was in the interest of uniting to *better* the education of children.

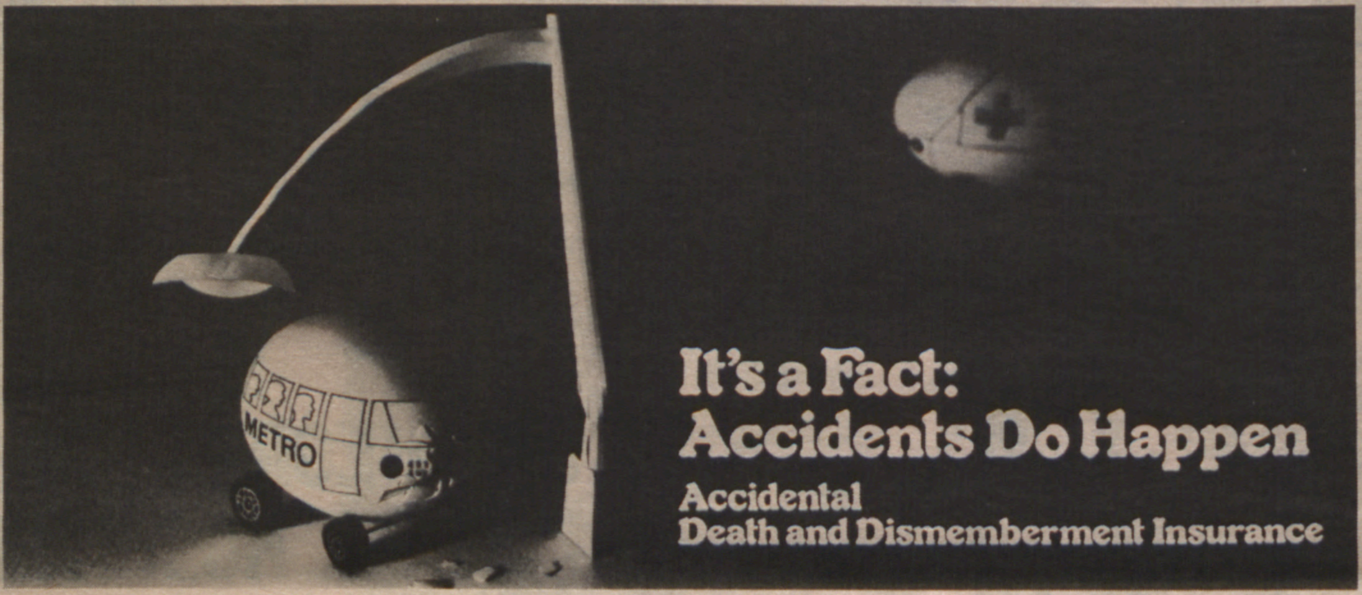
2) Children and their education should be the uppermost goal, but the Jan./Feb. 1979 issue mentioned students only in one instance on pages 4 and 5.

Where do children and their education fit in with the 1979 NEA goals?

1) Human and Civil rights?
2) Leadership in solving social problems?
3) Independent teaching organization?
4) Professional Excellence?
5) Economic and Professional Security?

A lot of fancy verbalization is my description of your goals.

Darlene F. Anderson
San Diego, California



Guard Against Accidents...
Help Safeguard Your Financial Security.

A sudden, serious accident can change the life style of you and your family. That's why your Association, in cooperation with The Prudential Insurance Company of America, has made available a Group Policy of Accidental Death and Dismemberment Insurance for NEA members and their eligible dependents at a cost of $19 a year. You get the security of knowing you and your eligible dependents are covered, 24 hours a day, 365 days a year, anywhere in the world.

NEA's AD&D insurance cannot protect you from accidents, but it can help you guard against the high expenses and financial hardships that often follow.

AD&D Benefits are payable as follows:

If the AD&D Coverage is for:	Annual Contribution	Accident Occurring While a Passenger on a Public Conveyance	Any Other Accident
Member Only	$19	$130,000*	$30,000
Member and Eligible Spouse	19	100,000* 30,000	20,000 10,000
Member and Each Eligible Child	19	100,000* 30,000	20,000 10,000
Member, Eligible Spouse and Each Eligible Child	19	100,000* 15,000 15,000	20,000 5,000 5,000

*Benefits marked with asterisk will increase as described under "Unified Membership Has Its Benefits."

Who Is Eligible:

The program is available to all NEA members. Certain eligible dependents may be included for AD&D coverage only.

Optional Disability for $4 Per Year:

(For Members Only: Not Available to Dependents)

For an additional $4 per year, an optional disability benefit can provide you with $500 per month should you become totally disabled within 30 days after and as a result of an accidental injury. THESE BENEFITS ARE PAID TO YOU REGARDLESS OF ANY OTHER DISABILITY INCOME OR SICK LEAVE BENEFITS YOU MAY BE ENTITLED TO FROM OTHER SOURCES. The injury must occur while you are insured for this benefit and before you attain age 60. Benefits are payable while you remain totally disabled up to 10 years or until attainment of age 65, whichever occurs first. Benefit payments will begin after the 26th week of total disability.

To be considered "totally disabled," you must, as a result of your disability, be unable to engage in any and every occupation for which you are reasonably fitted by education, training or experience, and you must not be performing any gainful work. Proof of total disability must be furnished to Prudential as required.

Losses Covered by AD&D:

In any one accident, the full benefit amount determined from the table is payable for the loss of life; both hands; both feet; sight of both eyes; one hand and one foot; one hand and sight of one eye; or one foot and sight of one eye. One-half the benefit is payable for loss in any one accident of one foot; one hand; or the sight of one eye. Benefits are payable to you if living, otherwise to any beneficiary you name.

Exclusions (Fine Print):

Optional Disability Benefits are not paid until the twenty-sixth week of total disability. For persons under age 70, accidental death and dismemberment losses are not covered if sustained more than a year after a covered accident; if age 70 or over, more than 90 days. (These time limits are not applicable in Pennsylvania.) The program does not cover losses, or disability where applicable, resulting from: suicide; attempt at suicide; intentionally self-inflicted injury; bodily or mental infirmity or disease; infection; war or any act of war; active duty in the armed forces; riding in races or testing automotive vehicles on a track or speedway; riding in (including boarding or leaving) any land or water conveyance operated by a common carrier or any aircraft, if the covered individual is operating or assisting in the operation, is giving or receiving training, or has duties aboard such conveyance or aircraft or, if aircraft, is being used for test or experimental purposes.

Unified Membership Has Its Benefits.

Effective October 1, 1975, your Association and Prudential upgraded certain AD&D benefits, denoted by an asterisk in the table above. The benefit payable to a unified member for a loss resulting from an accident on a public conveyance will increase at the rate of $10,000 on each anniversary of the member's effective date of coverage after October 1, 1975, on which the member has been continuously insured for one year prior to such anniversary, provided the member remains continuously insured to each such anniversary, for five continuous years to a maximum additional benefit of $50,000. For example, after five years, a "member only" would be insured for $180,000 — $130,000 plus $50,000.

Additional Important Facts:

- No medical examination is required for enrollment.
- There is no age limit for enrollment in AD&D coverage. However, the Disability Benefit is limited to members less than age 60.
- NEA's AD&D program is underwritten by The Prudential Insurance Company of America, a company noted for financial responsibility and high quality service for over a century.
- Your contribution remains the same no matter how many eligible dependents you include.
- Benefits are paid in full no matter what other insurance coverage you have.

For more information and an Enrollment Form, please write to:

The Prudential Insurance Company of America—R-3-79
NEA Accidental Death & Dismemberment Program
P.O. Box 433
Fort Washington, PA 19034

Underwritten by
Prudential
The Prudential Insurance Company of America
Licensed in all states
Principal offices in Newark, New Jersey

UNIFIED SPECIAL SERVICES
NEA We're listening

Policy Form ORD 70075 Serial U

TEAR OUT AND SEND IN

NEA TRAVEL SERVICE

Your 1979 Travel Coupon to the World...

R-3-79

Directions:

1. Check off those travel programs that interest you and you'll receive (a) complete itineraries including all departure cities, prices, day-to-day activities, academic credit information, etc., and (b) registration forms.
2. Fill in the information at right to receive *your* travel information immediately and be placed on the permanent mailing list.
3. Tear out this page and send to: NEA Travel Service, 1700 K Street, N.W., Suite 306, Washington, D.C. 20006

Name: ______________________________

Address: ______________________________

City: ______________ State: __________ Zip: __________

Tel: (   ) ______________ (   ) ______________
Home Office

UNIFIED SPECIAL SERVICES
NEA ...We're listening.

NEA Travel Service features:

- *Toll-free number for your convenience: (800) 424-1050*
- *Economy, First Class, Deluxe Tours* ● *Many programs are tax deductible* ● *Security of member payments*
- *Low, low cost travel insurance* ● *Trips with professional emphasis and colleague leaders* ● *Various departure cities*
- *Land only packages* ● *Research expeditions* ● *Physically handicapped student travel* ● *In-service and graduate credit*
- *Add-on fares* ● *Open to families and invited friends* ● *Supervised refund policies*

SUMMER 1979 PROGRAMS

FEATURE TOURS

☐ Three Wonders of the World: Great Wall, Pyramids, Taj Mahal—(18 days) NY $2,599
☐ China & Around the World—(23 days) NY $3,199

EUROPEAN PROFESSIONAL TOURS (credit at additional cost)

☐ Great Britain: England, Scotland, Ireland, Wales—(15 days) LA $1,285; NY $1,082
☐ General Europe: England, Holland, Germany, Austria, Yugoslavia, Italy, France, Switzerland—(22 days) LA $1,534; NY $1,330
☐ Grand Europe: France, Switzerland, Italy, Austria, Germany, Luxembourg, Belgium, England—(25 days) SF $1,389; NY $1,198
☐ Iberian Peninsula: Spain, Portugal—(15 days) SF $1,054; NY $864

CHINA/ASIA

☐ Tour 1: Shanghai, Hangchow, Peking—(14 days) NY $2,369
☐ Tour 2: Peking, Tsingtao, Tsinan, Tientsin—(18 days) NY $2,589
☐ Tour 3: Peking, Tatung, Taiyuan, Schihchiachuang—(18 days) NY $2,691
☐ Tour 4: Peking, Harbin, Changchun, Tientsin, Canton, Hong Kong, Around-the-World—(23 days) NY $3,199
☐ Put me on the China waiting list
☐ Taste of China: Hong Kong, Canton, Tokyo—(14 days) SF $1,699
☐ Japan—‡ (13 days) $989
☐ Hong Kong—‡ (13 days) $799 §
☐ Shangri-La Plus: Bhutan, Nepal, India—(26 days) NY $2,798

EUROPE

☐ Scandinavia: Norway, Sweden, Denmark—‡ (14 days) NY $687
☐ Rhine River: West Germany, Switzerland, France, Holland—‡ (15 days) NY $799.25 §
☐ Rome/Athens—‡ (15 days) NY $688.85 §
☐ Alps/Paris—‡ (15 days) NY $688.85 §

USSR & EASTERN EUROPE

☐ Great Cities of Russia + Finland—(14 days) NY $1,222
☐ Cultural Capitals: Finland, Poland, Czechoslovakia, Hungary, Austria—(14 days) NY $1,595
☐ Magic Cities: Siberia, Mongolia, Central Asia, Russia, Finland, Gobi Desert—(21 days) NY $2,508

AFRICA

☐ African Safari: Kenya—(15 days) NY $1,898
☐ North Africa: Morocco, Tunisia—(15 days) NY $1,598

SOUTH AND CENTRAL AMERICA

☐ Around South America: Peru, Argentina, Chile, Brazil—‡ (15 days) Miami $1,367; NY $1,429
☐ Around Central America: Panama, Costa Rica, Guatemala—(11 days) Miami $688; NY $822; Chic $817
☐ Galapagos & Amazon—‡ (13 days) LA/SF $1,809; NY $1,710; Miami $1,559
☐ Complete South America: Peru, Chile, Argentina, Brazil, Colombia—(18 days) Miami $1,680; NY $1,755

MEDITERRANEAN AND MIDDLE EAST

☐ Egypt—(14 days) NY $1,499
☐ Jordan, Egypt, Holy Land—(14 days) NY $1,625
☐ Jordan, Israel, Egypt, Yemen—(14 days) NY $1,798
☐ Israel, Jordan—(10 days) NY $1,199

HAWAII—ALASKA—CANADA

☐ Oahu—‡ (8 days) depending on departure city, $384-$558
☐ Oahu, Hawaii, Maui—‡ (10 days) depending on departure city, $728-$904
☐ Kauai, Hawaii, Oahu, Maui—‡ (14 days) depending on departure city, $861-$1,037
☐ Kauai, Hawaii, Oahu, Maui (Deluxe, Deluxe)—‡ (14 days) depending on departure city, $2,036-$2,211

NOTE: On all Hawaiian trips, West Coast passengers return a day earlier. A stopover for added vacation can be made in San Francisco, Los Angeles, Seattle, or Portland either before or after your trip to Hawaii at no additional air fare costs. Arrangements for hotels can be made by you or your NEA Travel Service.

☐ Alaska—(13 days) Seattle $1,178
☐ Canada: Vancouver, Banff, Calgary (Pre/Post NEA Convention)—(8 days) $899

PACIFIC AREA

☐ Australia, No. & So. New Zealand, Tahiti—(27 days) LA $3,299
☐ Australia, No. New Zealand, Tahiti—(16 days) LA $1,746

CRUISES

☐ Mediterranean—(11 days) $1,799 & up + tax
☐ Italy plus Mediterranean—(14 days) $1,440 and up + tax
☐ Scandinavia—(14 days) $1,699 & up + tax
☐ North Cape Cruise—(14 days) $1,728 & up + tax
☐ Greek Islands—(14 days) $1,591 & up + tax
☐ Caribbean—(10 days) $935 & up + tax
☐ Caribbean (cruise on sailboats)—(5 days) SF $865; NY $695

SPRING/EASTER 1979 PROGRAMS

☐ Tour 1 China: Peking, Shanghai, Hangchow—(14 days) NY $2,367
☐ Martinique: French Isle—‡ (7 days) Phila $389
☐ St. Maarten—‡ (7 days) Phila $458
☐ Aruba—‡ (7 days) Phila/Boston $458
☐ Canary Islands/Tenerife—‡ (8 days) NY $424
☐ Monte Carlo—‡ (8 days) Cleveland/Columbus $527
☐ Freeport & Bahamas—‡ (7 days) NY $263
☐ Guatemala—‡ (7 days) Miami $464; NY $625
☐ Egypt—(8 days) NY $1,099
☐ Mexico—(10 days) NY $774; Miami $665
☐ Hawaii—‡ (7 days) $415-$590 depending on departure city
☐ Morocco—(8 days) NY $749
☐ Cruise/Virgin Islands—‡ (7 days) Miami $720 & up
☐ Moscow/Leningrad/Kalinin—(9 days) NY $779; SF/LA $1,122; Seattle $1,092

SPECIAL 1979 PROGRAMS

PROFESSIONAL DEVELOPMENT PROGRAMS

☐ Send me a copy of all the professional development programs for graduate or in-service credit.

RESEARCH EXPEDITIONS

☐ Send me a copy of all the NEA/Earthwatch Research Expeditions. You join small teams of professionals doing research in earth, life, and marine sciences and the humanities.

PHYSICALLY HANDICAPPED STUDENT TOURS

(Attention Special Education Teachers)

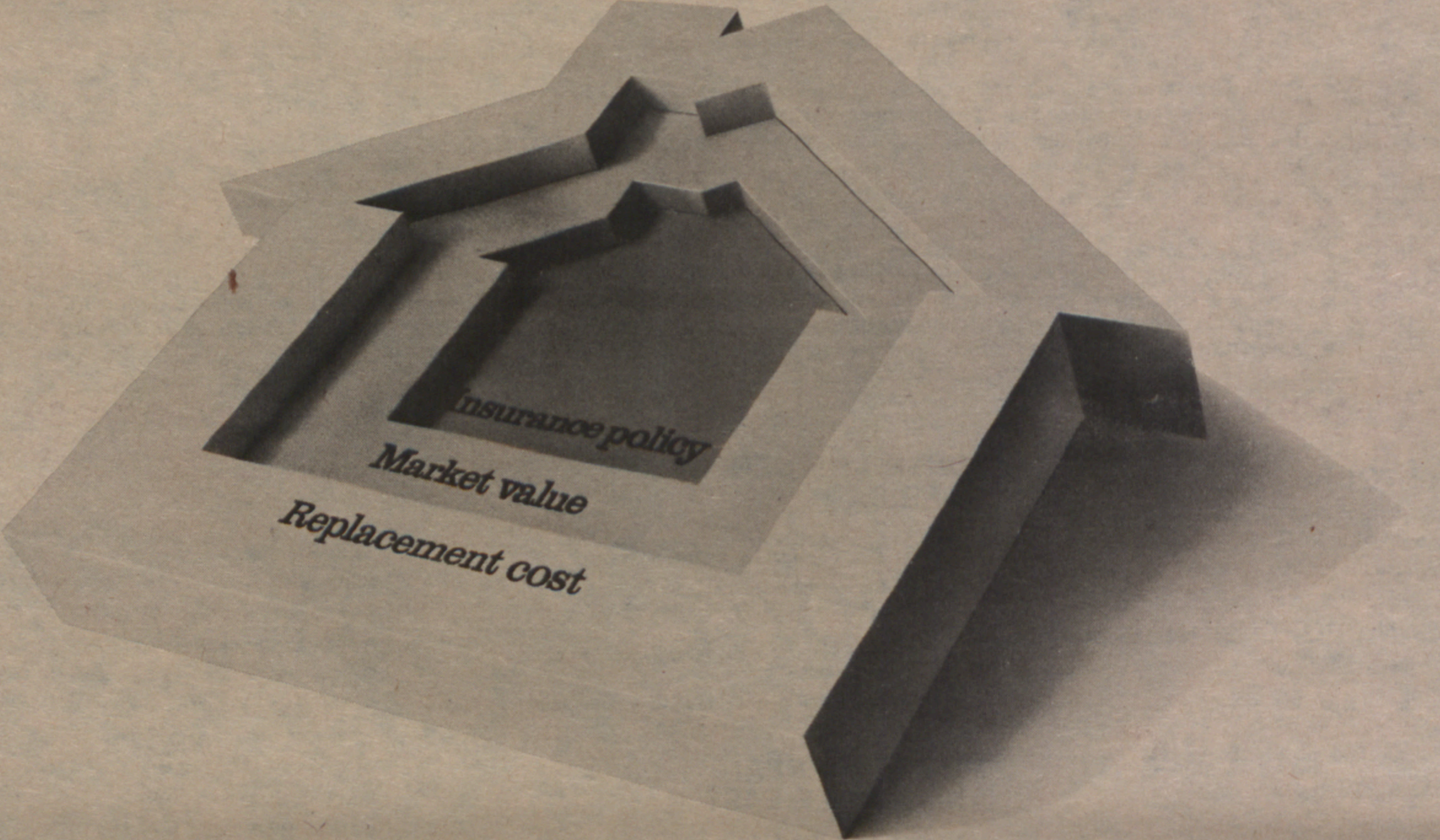
☐ Send me information on how I can organize a physically handicapped student tour to England and travel as a counselor/escort.

---

* Prices, dates and itineraries subject to change.
‡ Other departure cities listed on itineraries.
§ Plus departure taxes

TEAR OUT AND SEND IN

Remember,
it's
the
replacement
cost
that counts



Don't get caught in the middle.

If you lost your home today through a catastrophe like a fire or storm, chances are you'd find yourself *in the middle* with a homeowners' insurance policy that would be insufficient to replace your home at today's costs.

As a unified member, we want you to know the effects of inflation on your home's value. What many of us have not realized is that the cost of building materials and labor is rising far faster than the increases in market value. If you were to upgrade your homeowners' insurance, you would probably reach the second step . . . *market value.* After all, you have a good idea of what your home could be sold for today. However, your home should be insured to its replacement cost.

Your Association, through the Horace Mann Insurance Company, offers you a homeowners' policy that can cover your home to its *replacement cost* (the actual dollar amount it would take to rebuild your home). That's what homeowners' insurance is all about.

Evaluate your home.

Our Homeowners' Evaluator is a simple calculation device that helps you determine the replacement cost of your home in today's world. And we have a renters' evaluator for apartment dwellers.

As a unified member, there's no charge or obligation for this evaluator. If you need assistance, professional advice or a quote on the amount of insurance you need, we'll be glad to help, *at your request.*

The Homeowners' Evaluator.

It's one more way your Association watches out for you. Making sure your home is insured to value . . . that's our policy.

For adequate coverage on your home, please complete and mail this coupon today.

UNIFIED SPECIAL SERVICES
NEA...We're listening.

The Horace Mann Insurance Companies•Marketing Services
1 Horace Mann Plaza•Springfield, Illinois 62715
R-3-79

Please send me:
☐ Information on Homeowners' Insurance ☐ Information on Condominium Insurance
☐ A free Homeowners' Evaluator ☐ Information on Renters' Insurance
☐ Information on Mobile Home Insurance ☐ A free Renters' Evaluator
☐ Please have a Horace Mann Representative contact me.

Name ______________________ Phone ______________
Address ____________________________________
City ____________ State ____________ Zip ____________
School ______________________ School District ______________
Phone ______________
My Homeowners' Policy Expires ______________

Insuring America's Teachers Horace Mann
Underwritten by Horace Mann Insurance Company

Circulation
this issue:
1,763,575

April 1979
Vol. 18, No. 3

NEA REPORTER

Published
by the
National
Education
Association

Washington,
D.C.

NEA Teachers Demand Better Education for Handicapped Children,

Teachers Battle Bureaucracy, Short Funds, Reluctant Administrators To Ensure the Rights of Students under New Federal Law

Ingrid Benke, Durand, Michigan

Mary Lee, Fulton County, Georgia

Feature Begins on Page 13

Howard Waterman, Spokane County, Washington

Genevieve Planeta, Sunnymead, California

Kitty Tullis, Spartanburg, South Carolina

ALSO

NEA-Backed Social Security Bills Introduced in Congress 2

U.S. House Gets Bill for Department of Education 4

NEA Teachers Combat New Right Attacks on Minority Gains 6

Association Will Comply with Landrum-Griffin Act 8

NEA-Backed Social Security Bills Introduced in Congress

WASHINGTON, D.C.—NEA's drive for greater equity and stability in the Social Security system was accelerated last month with introduction of several key bills in the House and Senate.

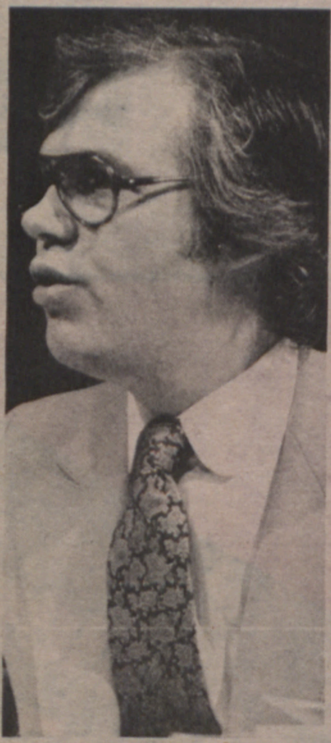
One measure, introduced by Sen. Charles Mathias (R-Md.), Rep. Carl Perkins (D-Ky.), and several other representatives, would repeal the government pension offset provision of the 1977 Social Security amendments. Measures introduced by Rep. William Brodhead (D-Mich.) would prohibit HEW from applying the retirement earnings test retroactively and protect teachers filing for Medicare prior to actual retirement from losing the "grace year" of monthly earnings tests.

The Senate Finance Committee has not scheduled hearings on Social Security financing or benefit legislation as yet, but the Social Security Subcommittee of House Ways and Means has started hearings on proposals to amend disability legislation.

NEA President John Ryor sent a letter to all members of the Finance and Ways and Means Committees, urging early consideration of the pension offset and retirement test bills and measures to transfer the funding of Medicare and disability programs from payroll taxes to general revenues. Congressional sources report that Social Security payroll taxes could be reduced by at least one third if Medicare and disability were funded from income tax receipts.

Ryor noted the Administration's proposed cuts in certain Social Security benefits, and told the senators and representatives that NEA opposes any such cuts without statutory authority and will insist that justifiable changes which significantly alter benefits be phased in over a sufficient period of time to allow prospective beneficiaries to adjust retirement or other related personal plans to compensate for such changes—a minimum of ten years if the changes involve retirement benefits.

Meanwhile, HEW's Universal Social Security Coverage Study task force is concluding hearings after receiving testimony strongly opposing mandatory coverage of public employees from NEA, several NEA state affiliates, and organized labor.



Pete V. Treibley, president, Maryland State Teachers Assn., tells HEW universal coverage task force of his membership's campaign to stop the state legislature from merging state pension benefits with Social Security benefits. "The federal government may not wish to alter or consolidate pension benefits because of Social Security," Treibley said, "but nothing prevents a state or local jurisdiction from carrying out such action. The association feels that as states begin to look for 'easy outs' to resist current tax revolt efforts, one of the first things they may well consider will be to withdraw employees from the Social Security system."

"No!" is the answer more than 1,500 Alabama teachers gave to a competency test proposal made by the Mobile County Board of School Commissioners this winter. The teachers—members of the Mobile County Education Association—met en masse at a Mobile high school and voted not to take a competency test proposed by the board to assess teachers for future employment. "There is absolutely no test yet devised by mankind that can differentiate between a good teacher and one that is not," Alabama Education Association Executive Secretary Paul Hubbert declared.

Herndon Chairs Council for Children and Television

NEW YORK CITY—"A long standing interest and concern of America's educators has been the impact of television on children," NEA Executive Director Terry Herndon stated at the February meeting of the National Council for Children and Television. Herndon has been recently elected chairman of the council.

The National Council for Children and Television was created as a response to a national study on children and television funded by the Merkle Foundation in 1976-77. The council is a broadly representative group of 32 leaders from the fields of education, research, the arts, industry, and government. In addition to Herndon, the council's executive committee includes Vice-Chairman Mitchell Seltzer, vice-president, Quaker Corporation; Joel Chaseman, president, Post-Newsweek stations; Eliot A. Daley, managing director, Foundation Managers, Inc.; George Comstock, professor of communications at Syracuse University; Roger B. Fransecky, consultant to CBS for children's programming; Mrs. J. John Heinz, III, of Washington, D.C.; and Danny Wilson, president, Danny Wilson Productions.

The full council meets four times each year to assess various aspects of the television environment as it plays a part in the growth, education, and development of children.

The council reports its findings and debates, along with original articles about children and television, in its quarterly publication, *NCCT Forum.* The current special issue on the state of the child is dedicated to the International Year of the Child 1979.

This special issue is available for $4. Sponsors of NCCT, contributing $12 a year, will receive the special issue plus the next three issues in 1979. Topics to be covered are: Understanding the Industry, Television and Education, Contributions of the Broadcast Reform Movement.

For the single issue or to become a sponsor, write: National Council for Children and Television, Dept. N, 20 Nassau Street, Suite 215, Princeton, NJ 08540.

NEA
REPORTER

The REPORTER (USPS 375-640) is published eight times a year (September, October, November, December, January/February, March, April, May/June) by the National Education Association of the United States, 1201 16th St., N.W. Washington, DC 20036

REPORTER telephone: 202-833-5440

Member: Edpress

Readers' letters are encouraged; please address them to the editor.

John Ryor
President
Terry E. Herndon
Executive Director
Susan Lowell
Publisher
Marshall O. Donley, Jr.
Editor
Sal Streett *(on leave)*
Barbara Lawless
Ben Kittner
Assistant Editors
Leslie A. Azia
Assistant to the Editor

NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, DC, and at additional mailing offices.

Design by **William J. Kircher & Associates.** Photo credits: page 2 (top) **Carolyn Salisbury,** (bottom) **Eddy Gattis;** page 3 **NBC-TV;** page 4 (top right) **Joe Di Dio,** (bottom two) **Carolyn Salisbury;** page 7 **Joe Di Dio;** page 13 **Joe Di Dio;** page 14 (top) **Durand (Michigan) Express,** (bottom two) **Owen A. Rood, Jr.;** page 15 (top two) **Genia Willingham,** (bottom) **Mike Askew;** page 16 (top two) **Norton Druilhet,** (bottom) **Michael R. Mallinson;** page 17 (top left) **Moreno Valley Educators Association,** (top right) **Norton Druilhet,** (bottom two) **Michael R. Mallinson.**

NEA Urgently Recommends "Reading, Writing, and Reefer"

NEW YORK CITY—An NBC News special on the use of marijuana by young people will be broadcast April 17, and NBC is offering free licensing rights for educators to tape the program for classroom use.

NEA President John Ryor says "this special program brings into clear focus the ever-increasing problem of marijuana smoking among the nation's youth. It graphically presents the abuses of 'grass' and its effect on childrens' lives." Ryor adds that NEA "urgently recommends" the viewing of the program.

NBC News correspondent Edwin Newman serves as on-camera reporter for "Reading, Writing, and Reefer," which will be telecast Tuesday, April 17, 4 to 5 p.m. in all time zones.

First shown on December 10 last year, the program brought an overwhelming reaction from educators. Because the April program will be broadcast after most school hours, NBC has made special arrangements for educators to tape the program.

To apply for off-air taping permission for "Reading, Writing, and Reefer," educators may write or phone Films Incorporated (1144 Wilmette Ave., Wilmette, IL 60091—phone 800-323-4222) or they may complete a coupon that will appear as an NBC advertisement in some April magazines and in the NBC study guides which may be obtained through local NBC stations. Educators may also write directly to "Reading, Writing, and Reefer," NBC-TV, 30 Rockefeller Plaza, New York, NY 10020. All requests must be cleared prior to taping.

Sitting with bales of confiscated marijuana is NBC News correspondent Edwin Newman, on-camera reporter for "Reading, Writing, and Reefer." NEA urgently recommends the program, and NBC has arranged for free off-air taping by educators.

Nurses, Therapists, Psychologists Covered

NEA Offers New Liability Program

WASHINGTON, D.C.—In response to concerns raised by NEA's membership, particularly educators in the allied health fields, NEA is now offering a new, voluntarily purchased professional liability program. The program is available for psychologists, psychological counselors, social workers, registered nurses, and physical and occupational therapists who are NEA members and whose day-to-day work activities are not covered by NEA's Educators Employment Liability program.

This new professional liability coverage is being offered because certain members' occupations, such as teaching in the allied health fields or providing medical services, are subject to special and separate problems of professional liability. The new special category program, which members purchase individually, addresses these special "medical arts"-related liability problems.

NEA members teaching in the allied health fields should consider the new program as complementary to existing coverage under the Educators Employment Liability program—added protection against accidents for which members might be charged with financial liability.

Under the new program, members are covered in the event of an error, negligence, or omission in the performance of their professional duties up to $200,000 per claim. The aggregate limit for all claims during a 12-month policy period is $600,000 for one insured. In addition, legal fees and court costs are paid fully whether or not members are liable for the charges made against them.

Claims can be filed any time after an occurrence has taken place, as long as a member is covered at the time of the occurrence. For example, a nursing instructor who leaves that position would be covered in future years for any claims arising out of his/her tenure as an instructor as long as the policy was in force at the time of the occurrence.

Annual premiums, by category of NEA members, are as follows: registered nurses, $25; occupational therapists, $35; psychologists, $60; social workers, $60; physical therapists, $70. Premiums for psychologists and social workers in California and New York are $120 annually.

Members can obtain coverage by purchasing it through a Chicago-based company, Maginnis and Associates. The company was selected by NEA because it specializes in marketing and administering professional liability insurance for health care professionals.

All claims for benefits will be handled centrally by Maginnis and Associates' Chicago office. Inquiries about coverage and enrollment should be made by telephoning the toll-free number 800-621-4476 (outside Illinois) and 800-972-4218 (Illinois residents).

National Metric Week Set, May 7-11

The NEA Board of Directors has endorsed National Metric Week, May 7-11. The Board's endorsement reaffirms NEA's position in Resolution B-5, which says conversion to the metric system "is essential to the future of American industrial and technological development and to the evolution of effective world communication."

Lakeland, Ohio, College Faculty Bargains First Master Contract

MENTOR, OHIO—Members of the Lakeland Faculty Association here learned this year that effective bargaining is spelled OEA-NEA.

"What happened," said LFA President Ray Dawson, "is that the faculty wised up and decided we couldn't do it on our own."

Starting in 1970, instructors at Lakeland Community College attempted to bargain with the board of trustees through their independent faculty association. That effort failed to produce more than a statement of board policy on salaries and fringe benefits.

This year, as part of the Ohio Education Association and NEA, the faculty association has won a master contract that includes an indexed salary schedule setting a pay range of $12,436 to $28,853 by summer 1980, a guaranteed grievance procedure, limits on instructional load, protection against reduction in force, and the freedom to set and post their own office hours.

The contract was bargained by Lake Erie UniServ staff. "We needed expertise in bargaining—and the reputation of UniServ in this area is well known," Dawson said.

Department of Education Bill Introduced in U.S. House

WASHINGTON, D.C.—A top NEA legislative priority, creation of a Cabinet-level Department of Education, received another boost in Congress recently when a separate Department of Education bill (HR 2444), with 73 sponsors, was introduced in the U.S. House of Representatives. Hearings have already been completed on a Senate version of the bill and the bill (S 210) is expected to go to the floor for a vote in April.

"Now that both houses of Congress have started action on the new Department, we must let individual members in the House and Senate know that there is widespread support from people back home," declared NEA President John Ryor.

"This kind of response at the grass-roots level is vital to the success of the campaign to elevate education to Cabinet-level status," said Ryor. "Write to your House and Senate members and ask members of your family and friends to write, too. Members of Congress are home frequently. Set up an appointment to see them and take some of your colleagues with you."

Ryor emphasized that particular attention should be paid to members of the 39-member House Operations Committee where the bill will be debated before going to the full House of Representatives. Letters to members sitting on the House Operations Committee urging their support of the separate Department should begin immediately, for hearings are expected to be held in the spring, Ryor noted. (Committee members' addresses appear at the bottom of the next page.)

Meanwhile, Rep. Jack Brooks (D-Texas), chairman of the House Operations Committee, who introduced the bill, said:

"Education is of vital concern to our nation. It is important that the federal government's limited but necessary role be carried out at the highest possible level. With this Department, education will have for the first time its own Cabinet-level spokesman with direct access to the President."

Brooks said the primary responsibility for public education will remain with the states and local government, as it has from the beginning. "The proposed legislation will fully protect the rights to determine their own education needs and politics," he said. "It will be the goal of the new Department to help them carry out their responsibilities."

Sen. Abraham Ribicoff (D-Conn.), chief sponsor of Education Department legislation in the Senate, commented that "we need a Department of Education, with a single voice, responsible to the President, the Congress, and the American people."

Ribicoff, who chairs the Senate Governmental Affairs Committee and once headed the Department of Health, Education, and Welfare, has remarked:

"Believe me, I know. As long as the Education Division is submerged under the multitude of health and welfare issues, it will never have the importance and national priority it really needs."

The legislation has 47 sponsors in the Senate so far.

Posters (similar to that at top of next page) urging teachers to write their representative and senators in support of a separate Department of Education are available from state government relations coordinators. There are enough copies to display one in every school building.

"With this Department, education will have for the first time its own Cabinet-level spokesman with direct access to the President," said Rep. Jack Brooks (D-Texas), chairman of the House Operations Committee and chief sponsor of the House bill (HR 2444) creating the Department.

New York Teachers Press Republican Committee Leader on Support for Department of Education

"Education is buried in HEW," Congressman Frank Horton told teachers at the Wayne Central Middle School near Rochester, New York.

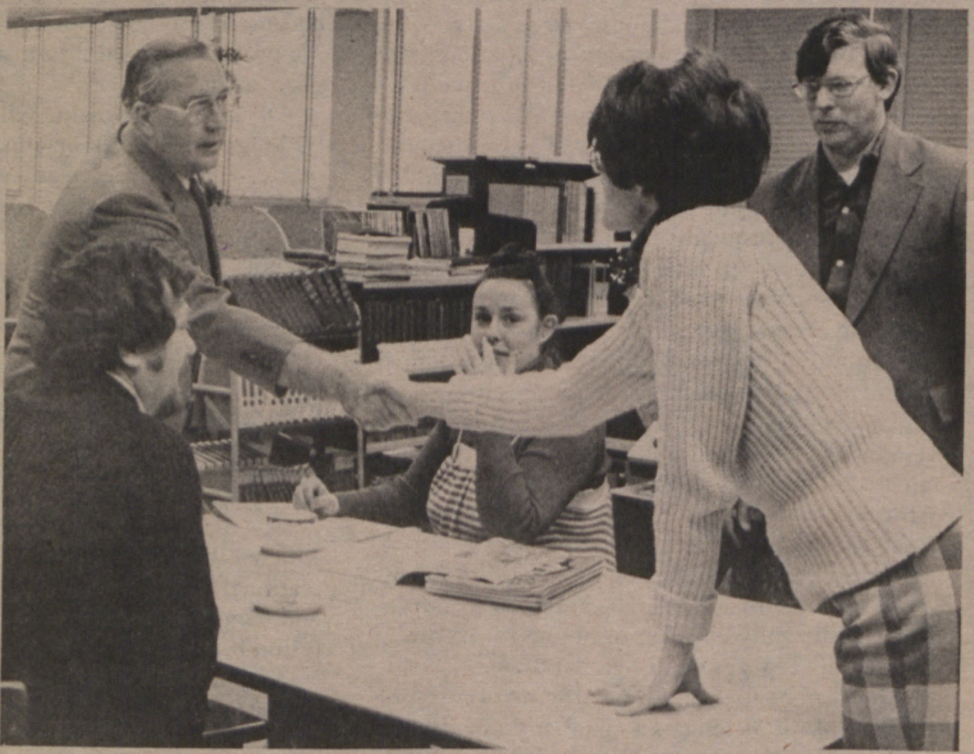
ROCHESTER, N.Y.—Teachers met with Rep. Frank Horton (R-N.Y.) in February at the Wayne Central Middle School near Ontario Center to discuss a separate Department of Education.

Representative Horton is the ranking Republican member of the House Government Operations Committee, the committee responsible for hearings and recommendations to the full House on the separate Department bill.

"I think a better job will be done when one agency looks out for education," said Horton. "When you're dealing with a proliferation of outside programs, nothing makes certain that the money spent will buy the most education."

"Education is buried in HEW," he added. "When education has a concern, HEW's priorities may be different from education's concerns."

"If you're going to succeed," he told the teachers, "you've got to have personal contact with individual members of Congress and a solid argument for the Department."



Rep. Frank Horton (R-N.Y.) reaches to shake hands with teacher Sue Dole at a meeting held to discuss the separate Department of Education. Other teachers present at the meeting are (left to right) Bill Lesniak, Linda Burkell, and Larry Ruth.

Cosponsors of HR 2444

Department of Education Bill
in the
House of Representatives

Jack Brooks, Texas
Dante B. Fascell, Florida
Fernand J. St. Germain, Rhode Island
Cardiss Collins, Illinois
Richardson Preyer, North Carolina
Robert F. Drinan, Massachusetts
Glenn English, Oklahoma
Floyd J. Fithian, Indiana
Robert T. Matsui, California
Carl D. Perkins, Kentucky
Frank Thompson, New Jersey
Mendel J. Davis, South Carolina
Daniel K. Akaka, Hawaii
Alvin Baldus, Wisconsin
Berkley Bedell, Iowa
James J. Blanchard, Michigan
William H. Boner, Tennessee
David E. Bonior, Michigan
Don Bonker, Washington
David R. Bowen, Mississippi
William M. Brodhead, Michigan
John Buchanan, Alabama
Bob Carr, Michigan
John J. Cavanaugh, Nebraska
Tom Corcoran, Illinois
James C. Corman, California
Baltasar Corrada, Puerto Rico
Thomas Daschle, South Dakota
Butler Derrick, South Carolina
Julian C. Dixon, California
Christopher J. Dodd, Connecticut
Robert W. Edgar, Pennsylvania
Vic Fazio, California
Thomas S. Foley, Washington
Harold E. Ford, Tennessee
Bo Ginn, Georgia
Albert Gore, Tennessee
Lamar Gudger, North Carolina
Herbert E. Harris, Virginia
Cecil Heftel, Hawaii
Ken Holland, South Carolina
Ed Jenkins, Georgia
John W. Jenrette, South Carolina
Ed Jones, Tennessee
Dale E. Kildee, Michigan
Ray Kogovsek, Colorado
Michael E. Lowry, Washington
Mike McCormack, Washington
Edward J. Markey, Massachusetts
Dan Marriott, Utah
Abner J. Mikva, Illinois
Stephen L. Neal, North Carolina
Richard Nolan, Minnesota
Jerry M. Patterson, California
Joel Pritchard, Washington
James H. Quillen, Tennessee
Nick Joe Rahall, West Virginia
William R. Ratchford, Connecticut
Charles Rose, North Carolina
James M. Shannon, Massachusetts
Neal Smith, Iowa
Gladys N. Spellman, Maryland
Bob Stump, Arizona
Allen Byron Swift, Washington
Bob Traxler, Michigan
Morris K. Udall, Arizona
Al Ullman, Oregon
Bruce F. Vento, Minnesota
James Weaver, Oregon
Charles Whitley, North Carolina
Timothy E. Wirth, Colorado
Howard Wolpe, Michigan
Don Young, Alaska

A Department of Education

Write your Senators and Representative:

THE HONORABLE (FULL NAME OF SENATOR)
THE UNITED STATES SENATE
WASHINGTON, D.C. 20510

THE HONORABLE (FULL NAME OF REPRESENTATIVE)
THE UNITED STATES HOUSE OF REPRESENTATIVES
WASHINGTON, D.C. 20515

DEAR ____________________:

THE 96TH CONGRESS HAS THE OPPORTUNITY TO REDUCE THE HEW BUREAUCRACY AND IMPROVE THE QUALITY AND EFFICIENCY OF THE FEDERAL GOVERNMENT'S ROLE IN PUBLIC EDUCATION. LIKE HUNDREDS OF THOUSANDS OF MY FELLOW TEACHERS, I URGE YOU TO VOTE YES TO ESTABLISH A DEPARTMENT OF EDUCATION.

CORDIALLY,

(YOUR NAME)

for quality and efficiency in education

House Government Operations Committee

Support of these committee members is especially crucial to passage of a Department of Education bill. Contact them both at the home-district addresses given here and in Washington (see address on poster above).

Democrats

Jack Brooks, Chairman
230 Federal Bldg.
Beaumont, Texas 77701

L. H. Fountain
P.O. Bldg.
Tarboro, North Carolina 27886

Dante B. Fascell
904 Federal Bldg.
51 S.W. 1st Ave.
Miami, Florida 33130

William S. Moorehead
2007 Federal Bldg.
Pittsburgh, Pennsylvania 15222

Benjamin S. Rosenthal
U.S.P.O. 41-65 Main St.
Flushing, New York 11351

Fernand J. St. Germain
200 John E. Fogarty Bldg.
Providence, Rhode Island 02903

Don Fuqua
100 P.O. Bldg.
Tallahassee, Florida 32302

John Conyers, Jr.
305 Federal Bldg.
231 W. Lafayette St.
Detroit, Michigan 48226

Cardiss Collins
230 S. Dearborn St.
Chicago, Illinois 60604

John L. Burton
450 Golden Gate Ave.
Box 36024
San Francisco, California 94102

Richardson Preyer
249 Federal Bldg.
Greensboro, North Carolina 27401

Robert Drinan
400 Totten Pond Rd.
Bldg. 1
Waltham, Massachusetts 02154

Glenn English
800 W. Main St.
Yukon, Oklahoma 73099

Elliott H. Levitas
141 E. Trinity Pl.
Decatur, Georgia 30030

David W. Evans
4th Floor
Administration Bldg.
Weir Cook Airport
Indianapolis, Indiana 46241

Toby Moffett
245 Main St.
Bristol, Connecticut 06010

Andrew Maguire
Rm. 100
277 Forest Ave.
Paramus, New Jersey 07652

Les Aspin
Rm. 200
603 Main St.
Racine, Wisconsin 52403

Henry Waxman
Suite 600
8455 W. Beverly Blvd.
Los Angeles, California 90048

Floyd J. Fithian
5 N. Earl Ave.
Lafayette, Indiana 47904

Peter H. Kostmayer
1 Oxford Valley Mall
Rm. 803
Langhorne, Pennsylvania 19047

Theodore S. Weiss
720 Columbus Ave.
New York, New York 10025

Mike Synar
2B22 New Federal Bldg.
Muskogee, Oklahoma 74401

Robert T. Matsui
8058 Federal Bldg.
650 Capitol Mall
Sacramento, California 95814

Eugene V. Atkinson
408 Beaver Valley Mall
Monaca, Pennsylvania 15061

Republicans

Frank Horton, Ranking Minority
314 Federal Bldg.
Rochester, New York 14614

John N. Erlenborn
DuPage Co. Center
421 N. County Farm Rd.
Wheaton, Illinois 60187

John W. Wydler
150 Old Country Rd.
Mineola, New York 11501

Clarence J. Brown
220 P.O. Bldg.
150 N. Limestone St.
Springfield, Ohio 45501

Paul N. McCloskey, Jr.
305 Grant Ave.
Palo Alto, California 94306

Thomas N. Kindness
801 High St.
Hamilton, Ohio 45011

Robert Walker
1132 Park City Center
Lancaster, Pennsylvania 17601

Arlan Stangeland
613 Main St.
Moorhead, Minnesota 56560

Caldwell Butler
313 U.S.P.O. and Courthouse Bldg.
900 Church St.
Lynchburg, Virginia 24505

Lyle Williams
4076 Youngstown Rd., S.E.
Suite 204
Warren, Ohio 44484

Jim Jeffries
Rm. 280
Federal Bldg.
444 S.E. Quincy
Topeka, Kansas 66683

Olympia Snowe
Federal Bldg.
202 Harlow
Bangor, Maine 04401

Wayne Grisham
13601 E. Whittier Blvd.
Whittier, California 90241

Joel Deckard
212 S.E. 6th St.
Evansville, Indiana 47713

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women

Teachers Urged To Combat New Right Attacks on Minority Gains

WASHINGTON, D.C.—"When teachers are targets of attack by those who are also trying to reverse many of the gains made in social programs to meet the needs of the poor and minorities, then teachers must respond to these attacks," declared NEA President John Ryor, opening the 17th annual Conference on Human and Civil Rights in Education, held in this capital city February 23-25.

Some 400 teachers from around the country discussed the dangers faced by teachers under attack from the new right, and the racial implications of many of these attacks. "Rise of the New Right: Human and Civil Rights in Jeopardy" was the conference theme.

In workshops, teachers told of right-wing attacks in their own communities, including the back-to-basics drives, cuts in bilingual education, pushes for competency testing and literacy tests for teachers, attacks on teacher tenure, demands for voucher systems, tax cutting moves, and even suggestions that busing for integration be dropped because of the gasoline shortage.

Besides the very real threat to minorities, other topics discussed during the three-day conference included the taxpayers' revolt, the right-to-work movement, the new-right network, book censorship, curriculum selection, and teachers' rights to privacy in their personal lives.

Organizing Discontent

"The new far right is not new. It's more sophisticated, but we're seeing some of the same people we encountered in the '50s and '60s who opposed the civil rights movement," said James Farmer. Formerly executive director of the Congress of Racial Equality, Farmer now serves as executive director of the Coalition of American Public Employees, to which NEA belongs.

"The right failed to convert people to narrow issues, so now they're organizing discontent," added Farmer, who spoke as a panelist on the new right's impact on minorities and the poor.

New Right Not a Majority Viewpoint

Rejecting the notion that the new right claims the allegiance of a majority of the American people, U.S. Representative Ronald Dellums (D-Calif.) said he couldn't imagine such a vast swing to the right after all the changes this country has gone through in the last 20 years for the liberation of blacks and other ethnic minorities, women, gays, and senior citizens, as well as the anti-war and ecology movements.

"Many of these movements emerged as the result of a few blacks twenty-some-odd years ago standing up and challenging the insanity and madness of oppression in this society," said Dellums, one of the conference's main speakers.

The new right, explained Dellums, is really a minority movement, but one that is "well-organized, well-financed, highly visible and [one that] appeals to real problems faced by middle class, tax-paying Americans who are feeling the pain of inflation and the pain of increased taxation . . . who are trapped at another level of poverty that I refer to as debt poverty. If we all lost our jobs for 30 to 90 days, we'd be bumping into each other filing for bankruptcy!"

The Niggerizing of America

American society is changing, said Dellums, as more and more people feel helpless and powerless.

"What endangers life and inhibits growth in our nation, in our world?" asked Dellums. "For lack of a better word and for shock value I've referred to it as the niggerizing process.

"And people have asked me, well, who are the niggers? And I said, well, there was a time in this country when nigger was a term used to refer to black people. Here is my definition: A nigger is anyone in our society whose role is defined and limited by others. A nigger is anyone in our society whose opportunities are defined and limited by others. A nigger is anyone whose justice is meted out on the basis of expediency, not truth and mercy."

Announced the congressman: "If you accept my definition of who a nigger is, then I have good news for every black in this room: You no longer have to be black to be treated like a nigger in this country." To laughter and applause, Dellums continued, "We have many, many friends and many, many allies—and some of them don't even know it!"

Competency Testing: A Billy Club

Ileana Herrell, who was born in Puerto Rico and now works as school psychologist in Montgomery County, Maryland, where she is active in bilingual education, spoke of the "double jeopardy" facing the ethnic-minority child who doesn't speak English.

This is a problem exasperated by competency testing, Herrell suggested.

"What do you do with an Oriental or Hispanic child who enters eighth grade not knowing English, and who has to pass a reading test in the ninth grade?" Herrell asked.

She suggested that the best way for teachers to combat competency testing might be to let coalitions of concerned parents point out the economic impact if their children can't get jobs and the cost to school systems of providing remedial help to failing students.

Concurring, Farmer compared competency tests to "billy clubs in the '60s: they're used to maintain the status quo. The test givers are the gatekeepers to society."

Most school systems do not use the "new culturally pluralistic tests," said Farmer, but instead use tests that discriminate against minorities.

Minority Cooperation?

Herrell reminded teachers that "Hispanics will soon be the largest minority in the country. We look to blacks to help lead us out. You've got your act together. We can work together to help change the political climate."

Added Farmer: "There's been long overdue talk among the black leadership in this country about forming alliances with Hispanics, with Asians, with Indians. It's mostly talk now, but can you imagine what would happen if these groups united . . . in New York . . . in Texas?"

NEA Supports Mexican Activist Seeking Asylum

WASHINGTON, D.C.—Hector Marroquin, a Mexican seeking political asylum in the U.S., has received the support of NEA for political asylum.

The 1978 NEA Representative Assembly adopted New Business Item 27, initiated by a member of the Chicano-Hispano Caucus, which "reaffirms its strong commitment to human rights by endorsing the rights of Hector Marroquin to political asylum in the United States." The item reaffirms NEA's commitment to the protection of the human and civil rights of every individual, as endorsed in Resolution 78-12 on Human Rights.

Marroquin advocated educational reform and improved working conditions for faculty and students in Mexico. He fled Mexico in 1974 in fear for his life because he was charged by government officials with conspiracy and subversion. He feared he could not receive a fair trial in Mexico.

NEA Chicano-Hispano Caucus Chairperson José Correa says Marroquin's harassment is based on "his political involvement and just because his philosophies didn't agree with the government. NEA endorsed political asylum for Marroquin because we support freedom of speech and human rights for political prisoners in other countries."

In cooperation with the Council on Hemispheric Affairs and the Hector Marroquin Defense Committee, NEA has communicated with Vice-President Mondale, Director Castillo of the Immigration and Naturalization Service, and U.S. Secretary of State Vance, appealing for political asylum. NEA Executive Director Terry Herndon will also sign a letter seeking funds for Marroquin's appeal.

The Immigration and Naturalization Service has so far denied Marroquin's request for political asylum because he "failed to establish that there is a likelihood of his being persecuted in Mexico" and is seeking to deport him as an illegal alien.

NEA Observes Asian and Pacific Islander Heritage

Through action of the NEA Board of Directors in support of President Carter's proclamation of May 4-11 as Asian and Pacific American Heritage Week, NEA will hold a special observance on Asian and Pacific Islander culture April 30.

A segment of the documentary film "Pearls," produced by Educational Film Center, will be viewed during the day, in addition to displays and entertainment at NEA Center. Ambassadors and representatives from Capitol Hill will also be invited to hear a keynote address at an NEA luncheon.

Information packets developed by NEA Teacher Rights which include research, bibliography, and suggested classroom materials in observance of Asian and Pacific American Heritage Week and in recognition of outstanding Asian Americans will be available to state associations.

Equal Rights for Women: Target of the New Right

"As a child, Margaret Mead learned not only how to weave, she also learned how to build her own loom. You should teach children the beginning, the middle, and the end—it makes for a very different human being," said keynoter Jean Houston, director, Foundation for Mind Research.

"Women's issues are the focus of the radical right. Those of us who deal with the right wing are aware of the danger," cautioned Judith Lonnquist, general counsel to the Washington Education Association.

Speaking at a seminar on "ERA: The Schlafly Syndrome," Lonnquist, who has debated ERA-opponent Phyllis Schlafly, warned that members of the new right are "fear mongers."

"New-right women say they love their menfolk, but then they say men only support their families because the law makes them do so—what a terrible indictment of men!" Lonnquist exclaimed. "It's a view based on the racist and classist view that every family is a nuclear family with a male breadwinner, but that's not true. In most families, either both parents work because of inflation, or a single parent—usually a woman, especially in lower-income and minority families—tries to manage."

"What we're really talking about is power," Lonnquist told teachers. "Polls consistently show the people want ERA. Women's rights are the pawn; if we get ERA, we will have severely crippled the right wing."

Equality Is Not Just for White Women

Until recently the Equal Rights Amendment movement was perceived as a white woman's movement, said Antoñia Hernandez, staff counsel to the U.S. Senate Judiciary Committee. There are cultural, economic, and religious pressures within the Hispanic community that must be considered before ERA's relevance to the poor, the blue collar, and the ethnic-minority woman is made clear, Hernandez said.

Mary Hatwood Futrell, president of ERAmerica and NEA director-at-large, who teaches in an Alexandria, Va., high school, said that many times she is the only black woman at meetings organized to gain support for ERA. "Some of you have heard this expression: I feel like a fly in a glass of buttermilk. In the South, I'm convinced that we won't get ERA ratified [by the necessary three more states] until we get minority women organized.

"NEA members' endorsement of ERA ranges from lukewarm to hot," Futrell continued. "ERA can't just be a paper resolution, it can't be on the back of the bus any longer. ERA is going to have to be a priority. We're organized; we ought to use our [NEA] structure to deliver ERA!"

Out With "Ladies First"

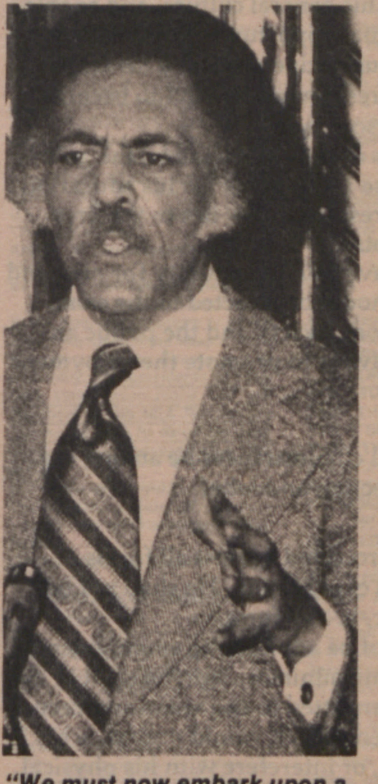
Teachers can also help change sexist attitudes, suggested one teacher. "Don't make boys stand in one line, girls in another. We can stop telling the boys that it's always 'ladies first,' and we can change our jargon by referring to the mail carrier, not the mailman."

Agreed Futrell: "Tell a girl she can be a doctor, not just a nurse. Tell a girl she can be a legislator, not just an aide. Don't tell a female student who aspires to a career that she's not 'acting like a girl.' "

"Vocational education is where these kids are sorted out into sexual stereotypes," said Terry Bergeson, head of the NEA Women's Caucus and member of the NEA Human Relations Committee.

Bergeson added that the Women's Caucus pre-convention meeting in Detroit this summer will include a workshop on socio-linguistics—the study of how language aids sexual stereotyping.

A panel discussing "Affirmative Action: Reverse Discrimination or Reversal of Discrimination?" drew large crowds. Members of the panel are Gerald Gill (left), research fellow at Howard University's Institute for the Study of Educational Policy; Ana Maria Perera (second from left), president of the National Association of Cuban American Women, Inc.; Bettie Weyler (second from right), member of NEA's Teacher Rights Committee who chaired the discussion; and Havens Tipps (right), social science analyst for the U.S. Commission on Civil Rights.



"We must now embark upon a challenge for new rights in this country: the right to an education, the right to health care, the right to a useful job, the right to live in a livable community, the right for farmers to grow food and make a decent living," said Congressman Dellums.

"In the 1960's, blacks were the most popular people around: no one would think of having a cocktail party without us," said James Farmer, civil rights activist who now directs CAPE. "We used to be viewed as long-suffering victims; now we are viewed as victimizers," added Farmer, who is recuperating from eye surgery.

"In my heart, I really lust after Phyllis Schlafly," confided nationally syndicated humorist Art Buchwald. He added: "For every uptight person in this country there is an uptight organization—like the National Rifle Association. I'm scared because my neighbor has a gun and he can't even water his lawn straight!"

"Women's rights are the pawn of the radical right," says Judith Lonnquist (second from right), general counsel to the Washington Education Association. Also discussing the new-right threat to ERA are Terry Bergeson (left), head of the NEA Women's Caucus; Mary Hatwood Futrell (second from left), NEA director-at-large for ethnic minorities and president of ERAmerica; and Antoñia Hernandez (right), staff counsel to the U.S. Senate Judiciary Committee.

"There can no longer be debate about the basic premise that the destiny of teachers, schools, and education is inseparably linked to the tooth and claw reality of partisan politics," said NEA Executive Director Terry Herndon during the conference's closing session. "We cannot represent our cause and accommodate the right wing, and no politician who runs toward or from the right wing is worthy of our support!"

Association Will Comply with Landrum-Griffin

WASHINGTON, D.C.—The NEA Board of Directors has taken several actions designed to bring the Association into compliance with the Labor-Management Reporting and Disclosure Act—a law commonly known as the Landrum-Griffin Act.

The Board's actions were in response to a January U.S. District Court ruling which held that NEA must either comply with the act or terminate forthwith "all activities with regard to private sector employees." The Board decided that termination of these activities was not acceptable and that NEA will maintain its commitment to private sector members.

Compliance means that:

- No NEA member may be denied delegate status at the Representative Assembly on the basis of race and that state and local affiliates may not be penalized for failing to meet the ethnic-minority proportions set forth in NEA bylaws. The Board, said, however, that the Association will view these proportions as goals and continue to encourage election of ethnic minorities in the proportions indicated.
- NEA Executive Committee members will not be eligible to vote for NEA officers at the annual Representative Assembly unless they are elected independently as state or local delegates. Further, Board members will not be eligible to vote in these elections unless they either were elected to the Board by direct vote of NEA members in their states or are elected independently as state or local delegates to the Assembly.
- Any candidate for NEA executive office, Executive Committee, or Board of Directors must have been an NEA member for two years (rather than the previously required five years) immediately preceding the election.
- Paraprofessional and educational secretary members of NEA are eligible to hold NEA office and to be Assembly delegates. They also are eligible to vote in elections to fill these positions.

The Department of Labor recently advised NEA that the Department considers the campaign expenditure limitations in NEA Standing Rule 10-E to violate the Landrum-Griffin Act and could jeopardize the officer elections which take place at the 1979 Representative Assembly. Accordingly, no expenditure limitations will be in effect for the 1978-1979 campaign year, and the 1979 Representative Assembly will consider the approach to be taken in future years. All other regulations regarding campaign expenditures remain in effect.

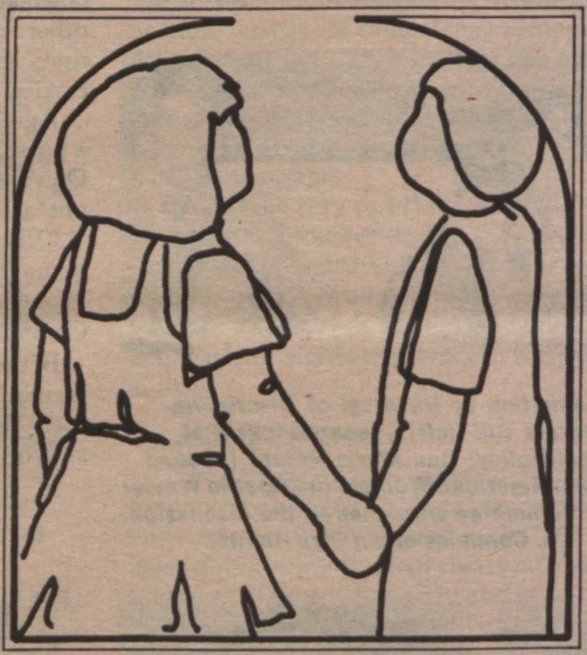
Declaration of the Rights of the Child

This year—1979—has been declared the International Year of the Child.

NEA and its affiliates are expressing their cooperation with the year's theme in many ways—through specific programs, publications, commemorations, and observations.

American Education Week, set for November 11-17, will have as its theme "Teach All the Children" and will be centered on the concepts of the International Year of the Child. NEA's journal, *Today's Education*, has published a special feature on the Year of the Child (February/March issue).

At a recent meeting of the NEA Board of Directors, members expressed their desire to have the Declaration of the Rights of the Child printed in the *NEA Reporter* so it would be available to every member. The declaration was adopted unanimously by the General Assembly of the United Nations in 1959. The text of the declaration appears here.



Preamble

Whereas the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights, and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Whereas the United Nations has, in the Universal Declaration of Human Rights, proclaimed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Whereas the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth,

Whereas the need for such special safeguards has been stated in the Geneva Declaration of the Rights of the Child of 1924, and recognized in the Universal Declaration of Human Rights and in the statutes of specialized agencies and international organizations concerned with the welfare of children,

Whereas mankind owes to the child the best it has to give,

Now therefore,

The General Assembly

Proclaims this Declaration of the Rights of the Child to the end that he may have a happy childhood and enjoy for his own good and for the good of society the rights and freedoms herein set forth, and calls upon parents, upon men and women as individuals and upon voluntary organizations, local authorities and national Governments to recognize these rights and strive for their observance by legislative and other measures progressively taken in accordance with the following principles:

Principle 1

The child shall enjoy all the rights set forth in this Declaration. All children, without any exception whatsoever, shall be entitled to these rights, without distinction or discrimination on account of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.

Principle 2

The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose the best interests of the child shall be the paramount consideration.

Principle 3

The child shall be entitled from his birth to a name and a nationality.

Principle 4

The child shall enjoy the benefits of social security. He shall be entitled to grow and develop in health; to this end special care and protection shall be provided both to him and to his mother, including adequate pre-natal and post-natal care. The child shall have the right to adequate nutrition, housing, recreation and medical services.

Principle 5

The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition.

Principle 6

The child, for the full and harmonious development of his personality, needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and in any case in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of State and other assistance towards the maintenance of children of large families is desirable.

Principle 7

The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture, and enable him on a basis of equal opportunity to develop his abilities, his individual judgement, and his sense of moral and social responsibility, and to become a useful member of society.

The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents.

The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavour to promote the enjoyment of this right.

Principle 8

The child shall in all circumstances be among the first to receive protection and relief.

Principle 9

The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic, in any form.

The child shall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interefere with his physical, mental or moral development.

Principle 10

The child shall be protected from practices which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood and in full consciousness that his energy and talents should be devoted to the service of his fellow men.

PROPOSED AMENDMENTS TO THE NEA CONSTITUTION, BYLAWS, AND STANDING RULES

April 1979

This issue of Proposed Amendments to the NEA Constitution, Bylaws, and Standing Rules is printed in two parts.

Part I contains amendments other than those submitted to achieve compliance with the Landrum-Griffin Act.

Part II contains amendments submitted by the Board of Directors to bring NEA into compliance with the Landrum-Griffin Act. In Part II, only the amendments to the Bylaws and Standing Rules will be voted on by the 1979 Representative Assembly. The amendments to the Constitution will be read by title to the 1979 Representative Assembly and voted on by the 1980 Representative Assembly.

(Deletions are in brackets; additions are underscored.)

PART I
AMENDMENTS OTHER THAN THOSE SUBMITTED FOR COMPLIANCE WITH THE LANDRUM-GRIFFIN ACT

CONSTITUTIONAL AMENDMENTS NUMBERS 1-20 REQUIRE A TWO-THIRDS (2/3) VOTE FOR ADOPTION.

AMENDMENT NUMBER 1

(Requires a 2/3 vote)

Title: TO DELETE THE PROVISION AUTHORIZING THE ALLOCATION OF DELEGATES TO STATE AFFILIATES.

Article III. Representative Assembly

Section 2. Allocation of Delegates.

a. [Allocation of delegate credentials to state affiliates shall be based on the ratio of 1:1,000 Active members within the state. No state shall receive fewer than fifteen (15) delegate credentials. Other delegate credentials shall be allocated as provided in the Bylaws.]

(Reletter subsequent sections.)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: John M. Glenn, California

AMENDMENT NUMBER 2

(Requires a 2/3 vote)

Title: TO ADD A PROVISION THAT EACH LOCAL AFFILIATE WHICH IS ENTITLED TO THREE (3) OR MORE DELEGATES SHALL HAVE AT LEAST ONE-THIRD (1/3) REPRESENTATION BY EACH OF THE TWO SEXES.

Article III. Representative Assembly

Section 2. Allocation of Delegates.

d. Each local affiliate which is entitled to three (3) or more delegates shall have at least one-third (1/3) representation by both sexes. Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Meredith Sealey, Michigan

AMENDMENT NUMBER 3

(Requires a 2/3 vote)

Title: TO ADD A PROVISION THAT THE PRESIDENTS OF AFFILIATED STATE ASSOCIATIONS AND THE MEMBERS OF THE NEA RESOLUTIONS COMMITTEE SHALL BE EX-OFFICIO DELEGATES TO THE REPRESENTATIVE ASSEMBLY.

Article III. Representative Assembly

Section 3. Election of Delegates.

b. Election to executive office or to the Board of Directors or to the Executive Committee shall constitute election to the Representative Assembly. The presidents of affiliated state associations and the members of the NEA Resolutions Committee shall be ex-officio delegates to the Representative Assembly.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Robert J. Gilchrist, Iowa

AMENDMENT NUMBER 4

(Requires a 2/3 vote)

Title: TO PROVIDE THAT THE REPRESENTATIVE ASSEMBLY SHALL MEET BIENNIALLY INSTEAD OF ANNUALLY.

Article III. Representative Assembly

Section 5. Meetings.

The Representative Assembly shall meet at least [annually] biennially. This stipulation shall apply except in cases of emergency.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates

Contact Person: Otis C. Thompson, Maine

AMENDMENT NUMBER 5

(Requires a 2/3 vote)

Title: TO DELETE FROM THE QUALIFICATIONS FOR CANDIDATES FOR NATIONAL OFFICE THE REQUIREMENT OF ACTIVE MEMBERSHIP FOR FIVE (5) YEARS IMMEDIATELY PRECEDING THE ELECTION AND TO PROVIDE THAT CANDIDATES SHALL HAVE BEEN NEA MEMBERS IN ANY MEMBERSHIP CATEGORY FOR FIVE (5) YEARS IMMEDIATELY PRECEDING THE ELECTION AND SHALL BE ACTIVE MEMBERS AT THE TIME OF VERIFICATION OF ELIGIBILITY FOR NATIONAL OFFICE.

Article IV. Executive Officers

Section 2. Qualifications for Executive Officers.

All candidates for the office of President, Vice-President, and Secretary-Treasurer shall have been [Active] members of the Association for at least five (5) years immediately preceding the election. All executive officers shall maintain Active membership in the Association.

Article V. Board of Directors

Section 2. Terms of Office.

c. All candidates for NEA state director shall have been [Active] members of the Association for at least five (5) years immediately preceding the election.

Article VI. Executive Committee

Section 2. Qualifications and Terms of Office.

b. All candidates shall have been [Active] members of the Association for at least five (5) years immediately preceding the elections.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Larry Bateman, Student NEA

AMENDMENT NUMBER 6

(Requires a 2/3 vote)

Title: TO DELETE THE PROVISION THAT AN EXECUTIVE OFFICER SHALL SERVE NO MORE THAN TWO (2) TERMS IN THE OFFICE TO WHICH ELECTED, EFFECTIVE IMMEDIATELY.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

c. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be two (2) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. [An executive officer shall serve no more than two (2) terms in the office to which elected.] (This amendment shall be effective immediately.)

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by petition of at least 50 delegates)

Contact Persons: Otis C. Thompson, Maine, and Ronald L. DiOrio, Rhode Island

AMENDMENT NUMBER 7

(Requires a 2/3 vote)

Title: TO DELETE THE PROVISION THAT AN EXECUTIVE OFFICER SHALL SERVE NO MORE THAN TWO (2) TERMS AND TO ADD A PROVISION THAT AN EXECUTIVE OFFICER SHALL SERVE NO MORE THAN FIVE (5) TERMS IN THE OFFICE TO WHICH ELECTED, EFFECTIVE IMMEDIATELY.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

c. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be two (2) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than [two (2)] five (5) terms in the office to which elected. (This amendment shall be effective immediately.)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Susan Stitham, Alaska

AMENDMENT NUMBER 8

(Requires a 2/3 vote)

Title: TO DELETE THE PROVISION THAT AN EXECUTIVE OFFICER SHALL SERVE NO MORE THAN TWO (2) TERMS AND TO ADD A PROVISION THAT AN EXECUTIVE OFFICER SHALL SERVE NO MORE THAN THREE (3) TERMS IN THE OFFICE TO WHICH ELECTED, EFFECTIVE IMMEDIATELY.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

c. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be two (2) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than [two (2)] three (3) terms in the office to which elected. (This amendment shall be effective immediately.)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Cordell Affeldt, Indiana

AMENDMENT NUMBER 9

(Requires a 2/3 vote)

Title: TO INSERT THE WORD CONSECUTIVE INTO THE PROVISION THAT AN EXECUTIVE OFFICER SHALL SERVE NO MORE THAN TWO (2) TERMS IN THE OFFICE TO WHICH ELECTED.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

c. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be two (2) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than two (2) consecutive terms in the office to which elected.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Toby Jay Rich, Maryland

AMENDMENT NUMBER 10

(Requires a 2/3 vote)

Title: TO DELETE THE PROVISION THAT THE TERMS OF THE EXECUTIVE OFFICERS SHALL BE TWO (2) YEARS AND TO ADD A PROVISION THAT THE TERMS OF THE EXECUTIVE OFFICERS SHALL BE THREE (3) YEARS, EFFECTIVE IMMEDIATELY.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

c. The terms of the President, of the Vice-Presidènt, and of the Secretary-Treasurer shall be [two (2)] three (3) years beginning September 1 following their election. (This amendment shall be effective immediately.) Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than two (2) terms in the office to which elected.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Patricia Ann Dunn, Massachusetts

AMENDMENT NUMBER 11

(Requires a 2/3 vote)

Title: TO DELETE THE PROVISIONS (a) THAT THE BOARD OF DIRECTORS SHALL CONSIST OF ONE (1) DIRECTOR FROM EACH STATE AFFILIATE AND THE STUDENT NEA AND (b) THAT THE MEMBERSHIP BASE FOR DETERMINING THE STATE AFFILIATE'S OR THE STUDENT NEA'S ENTITLEMENT TO ADDITIONAL DIRECTOR(S) SHALL BE 20,000; AND TO ADD PROVISIONS (a) THAT THE BOARD SHALL CONSIST OF 160 DIRECTORS FROM STATE AFFILIATES BASED ON THE METHOD OF EQUAL PROPORTION ADOPTED BY THE U.S. CONGRESS TO DETERMINE THE ALLOCATION OF CONGRESSIONAL SEATS IN THE HOUSE OF REPRESENTATIVES, (b) THAT THE STUDENT NEA SHALL HAVE THE SAME NUMBER OF DIRECTORS AS THE STATE AFFILIATE WITH THE CLOSEST MEMBERSHIP FIGURE, AND (c) THAT ONE (1) OF EACH FOUR (4) DIRECTORS FROM A STATE AFFILIATE OR THE STUDENT NEA SHALL BE AN ETHNIC-MINORITY PERSON.

Article V. Board of Directors

Section 1. Composition.

The Board shall consist of [at least one (1)] 160 directors [(a) from each association affiliated with the Association as a] from state affiliates based upon the method of equal proportion adopted by the United States Congress in 1941 to determine the allocation of Congressional seats in the House of Representatives. [and (b)] In addition, the Student NEA so long as it is affiliated with the Association shall have the same number of directors as the state affiliate with the closest membership figure. [Each state unit shall be entitled to an additional director for each 20,000 Active members of the Association. The Student NEA shall be entitled to an additional director for each 20,000 Student members of the Association.] The executive officers and other members of the Executive Committee shall be members of the Board of Directors ex officio.

a. No change

b. In the event that the first three (3) of each four (4) directors from a state or the Student NEA do not include at least one (1) ethnic-minority person, the fourth director of each four (4) directors shall be from an ethnic-minority group.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Anthony S. Butler, Alabama

AMENDMENT NUMBER 12

(Requires a 2/3 vote)

Title: TO PROVIDE THAT THE PROPORTIONAL REPRESENTATION OF CLASSROOM TEACHERS IN HIGHER EDUCATION ON THE BOARD OF DIRECTORS IS A MINIMUM REQUIREMENT WHICH MAY BE EXCEEDED.

Article V. Board of Directors

Section 1. Composition.

e. Classroom teachers in higher education shall be represented on the Board at least in proportion to their membership in the Association. If the percentage of classroom teachers in higher education elected to the Board of Directors fails to achieve such proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these position shall be nominated by the delegates at the Representative Assembly who are classroom teachers in higher education.

Submitted in accordance with the Constitution, Article IX, Section 1.e. (by majority vote of the Committee on Constitution, Bylaws, and Rules)

Contact Person: Robert W. Chaffee, Vermont

AMENDMENT NUMBER 13

(Requires a 2/3 vote)

Title: TO ADD PROVISIONS (a) THAT THE REVIEW BOARD CONSIST OF A PRIMARY REVIEW COMMITTEE AND A SECONDARY REVIEW COMMITTEE; (b) THAT THE SECONDARY REVIEW COMMITTEE HAVE ORIGINAL JURISDICTION IN ALL CASES BEFORE THE REVIEW BOARD EXCEPT THOSE REGARDING CONSISTENT APPLICATION OF THE CHARTER, CONSTITUTION, OR BYLAWS; (c) THAT THE PRIMARY REVIEW COMMITTEE HAVE ORIGINAL JURISDICTION IN ALL CASES REGARDING CONSISTENT APPLICATION OF THE CHARTER, CONSTITUTION, OR BYLAWS AND APPELLATE JURISDICTION IN ALL CASES IN WHICH THE SECONDARY REVIEW COMMITTEE HAS ORIGINAL JURISDICTION; (d) THAT THE CURRENT APPELLATE FUNCTIONS OF THE BOARD OF DIRECTORS AND EXECUTIVE COMMITTEE BE TRANSFERRED TO THE PRIMARY REVIEW COMMITTEE; (e) THAT THE REVIEW BOARD MEET AS A BODY OF THE WHOLE UPON REQUEST OF THE CHAIRPERSON OF THE PRIMARY REVIEW COMMITTEE TO PERFORM THE REMAINING DUTIES OF THE REVIEW BOARD; (f) THAT THE NUMBER OF MEMBERS OF THE REVIEW BOARD BE INCREASED FROM NINE (9) TO TEN (10) AND THE NUMBER OF ETHNIC-MINORITY MEMBERS FROM TWO (2) TO THREE (3); AND (g) THAT THE CHAIRPERSON OF ONE OF THE TWO REVIEW BOARD COMMITTEES BE AN ETHNIC MINORITY.

Article VII. Review Board

Section 1. Structure.

The judicial powers of the Association as described in this Article shall be vested in a Review Board, which shall consist of a Primary Review Committee and a Secondary Review Committee.

Section 2. Powers.

[The jurisdiction of the Review Board shall extend to cases as herein defined:] The judicial powers of the Review Board, as herein defined, shall extend to cases, in policy and equity, arising under the Charter, Constitution, or Bylaws of the Association.

a. The Review Board shall have [original] jurisdiction in the following cases:

1. No change
2. No change
3. No change
4. Review, upon request, of an action of the Executive Committee, Board of Directors, or Representative Assembly, regarding consistent application of the Charter, Constitution, or Bylaws of the Association.

b. The Review Board shall have the following powers subject to the conditions as herein outlined:

1. To impeach an officer. The officer shall have the right to appeal to the [Board of Directors] Primary Review Committee;
2. To censure, suspend, or expel a member for violation of the *Code of Ethics of the Education Profession* or other sufficient cause. The member shall have the right to appeal to the [Executive Committee on procedural grounds only] Primary Review Committee;
3. No change
4. To review an action of the Executive Committee, Board of Directors, or Representative Assembly for consistency with the Charter, Constitution, and Bylaws and to recommend to the appropriate governing body remedial action if necessary. . . .

Section 3. Jurisdiction.

The powers of the Review Board shall be exercised through the committees thereof, and in all cases regarding consistent application of the Charter, Constitution, or Bylaws of the Association, the Primary Review Committee shall have original jurisdiction. In all the cases before mentioned, the Primary Review Committee shall have appellate jurisdiction.

(Renumber Sections 3, 4, and 5 as 4, 5, and 6.)

Bylaw 7. Review Board

7-1. Review Board.

a. The Review Board shall comprise [nine (9)] ten (10) members, at least [two (2)] three (3) of whom shall be members of ethnic-minority groups, appointed for five-year staggered terms beginning September 1. No person shall be eligible for reappointment to a regular term.

b. No change

c. No change

d. No change

e. No change

f. [The Review Board may assign less than a majority of its members to hear cases; however, a member so assigned shall not sit, should the Review Board hear the case on appeal.] A chairperson and four (4) other members of the Review Board shall constitute the Primary Review Committee, and a chairperson and four (4) other members of the Review Board shall constitute the Secondary Review Committee.

g. [The President annually shall select the chairperson with the advice and consent of the Board of Directors.] The President annually shall select the chairpersons of the Review Board committees with the advice and consent of the Board of Directors. One of the chairpersons shall be a member of an ethnic-minority group.

h. [The Review Board shall have the discretionary authority, within its allocated budget, to employ consultants or legal counsel.] The Review Board, meeting as a body of the whole, shall have the authority to establish its rules of procedure and to prepare its proposed budget; the discretionary authority, within its allocated budget, to employ consultants or legal counsel; and the duty of carrying out any matter expressly delegated to it by the Representative Assembly. Requests for such meetings shall be made by the chairperson of the Primary Review Committee.

Article IV. Executive Officers

Section 6. Impeachment.

Executive officers of the Association may be impeached for violation of the *Code of Ethics of the Education Profession*, for misfeasance, for malfeasance, or for nonfeasance in office.

a. No change

b. No change

c. The officer may appeal the decision to the [Board of Directors] Primary Review Committee.

Article VI. Executive Committee

Section 4. Impeachment.

Officers of the Association may be impeached for violation of the *Code of Ethics of the Education Profession*, for misfeasance, or malfeasance, or for nonfeasance in office.

a. No change

b. No change

c. The officer may appeal the decision to the [Board of Directors] Primary Review Committee.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: William Larsha, Tennessee

AMENDMENT NUMBER 14

(Requires a 2/3 vote)

Title: TO EXTEND THE CURRENT JURISDICTION OF THE REVIEW BOARD IN DISCIPLINARY CASES INVOLVING EXECUTIVE OFFICERS AND MEMBERS OF THE EXECUTIVE COMMITTEE TO INCLUDE THE POWER TO CENSURE, SUSPEND, EXPEL, OR TAKE OTHER DISCIPLINARY ACTION BEYOND THE CURRENT POWER TO IMPEACH SUCH OFFICERS; TO EXTEND THE CURRENT JURISDICTION OF THE REVIEW BOARD IN DISCIPLINARY CASES INVOLVING MEMBERS TO INCLUDE THE POWER TO TAKE OTHER DISCIPLINARY ACTION BEYOND THE CURRENT POWER TO CENSURE, SUSPEND, OR EXPEL MEMBERS; TO ADD TO THE JURISDICTION OF THE REVIEW BOARD THE POWER TO CENSURE, SUSPEND, EXPEL, OR TAKE OTHER DISCIPLINARY ACTION AGAINST A MEMBER OF THE BOARD OF DIRECTORS; AND TO ESTABLISH THE REPRESENTATIVE ASSEMBLY AS THE FINAL APPELLATE BODY IN THE IMPEACHMENT OF A REVIEW BOARD MEMBER.

Article VII. Review Board

Section 1. No change

Section 2. Powers.

The jurisdiction of the Review Board shall extend to cases as herein defined:

a. The Review Board shall have original jurisdiction in the following cases:

1. Impeachment or other disciplinary action of an officer who is a member of the Executive Committee;

2. The censure, suspension, expulsion, or other disciplinary action of a member of the Executive Committee;

[2.] 3. Alleged violations of the *Code of Ethics of the Education Profession;*

[3.] 4. The censure, suspension, [or] expulsion, or other disciplinary action of a member;

[4.] 5. No change

b. The Review Board shall have the following powers subject to the conditions as herein outlined:

1. To impeach or take other disciplinary action of an officer. The officer shall have the right to appeal to the Board of Directors;

2. To censure, suspend, expel, or take other disciplinary action of a member of the Board of Directors. The Board member shall have the right to appeal to the Representative Assembly;

[2.] 3. To censure, suspend, [or] expel, or take other disciplinary action of a member for violation of the *Code of Ethics of the Education Profession* or other sufficient cause. The member shall have the right to appeal to the Executive Committee on procedural grounds only;

[3.] 4. To vacate censure, lift suspension, [or] reinstate a member, or vacate or reduce other disciplinary action;

[4.] 5. No change

c. A decision of the Review Board not to assume jurisdiction may be appealed to the Representative Assembly at the next regularly scheduled meeting of the Representative Assembly.

Section 3. Review Board Appointment.

No change

Section 4. Review Board Prerogatives.

The Review Board shall establish its rules of procedure with the approval of the [Board of Directors] Representative Assembly. Due process must be guaranteed in all its proceedings.

Section 5. Impeachment.

a. No change

b. The process for impeachment of Review Board members shall be as follows:

1. No change
2. No change
3. No change
4. No change
5. The member has the right to appeal the decision of the Board of Directors to the Representative Assembly at the next regularly scheduled meeting of the Representative Assembly.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Patricia Brown, Indiana

AMENDMENT NUMBER 15

(Requires a 2/3 vote)

Title: TO ADD A PROVISION SPECIFYING THAT UNJUST USE OF ADMINISTRATIVE AUTHORITY SHALL BE CAUSE FOR CENSURE, SUSPENSION, OR EXPULSION OF A MEMBER BY THE REVIEW BOARD.

Article VII. Review Board

Section 2. Powers.

The jurisdiction of the Review Board shall extend to cases as herein defined:

b. The Review Board shall have the following powers subject to the conditions as herein outlined:

1. To impeach an officer. The officer shall have the right to appeal to the Board of Directors;

2. To censure, suspend, or expel a member for violation of the *Code of Ethics of the Education Profession* or other sufficient cause, including but not limited to unjust use of administrative authority to break a strike, to lock out, to reduce in force, to fire, or to harass a member of the united teaching profession. The member shall have the right to appeal to the Executive Committee on procedural grounds only;

(Renumber subsequent sections.)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Alvin F. Applegate, New Jersey

AMENDMENT NUMBER 16

(Requires a 2/3 vote)

Title: TO ADD A PROVISION THAT AMENDMENTS TO THE CONSTITUTION SHALL BE CONSIDERED IN EVEN NUMBERED YEARS ONLY.

Article IX. Amendment of Constitution and Bylaws

Section 2. Amendment of the Constitution.

a. Proposed amendments to the Constitution shall be considered in even numbered years only.

(Reletter subsequent sections.)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Steve Bertuglia, New Jersey

AMENDMENT NUMBER 17

(Requires a 2/3 vote)

Title: TO ADD A PROVISION THAT ANY AMENDMENT TO THE CONSTITUTION THAT IS REJECTED BY THE REPRESENTATIVE ASSEMBLY TWO (2) YEARS IN SUCCESSION SHALL NOT BE RECONSIDERED FOR A PERIOD OF LESS THAN THREE (3) YEARS EXCEPT BY PETITION OF ONE-THIRD (1/3) OF THE DELEGATES.

Article IX. Amendment of Constitution and Bylaws

Section 2. Amendment of the Constitution.

c. Any proposed constitutional amendment whose substance remains constant and is submitted and defeated by the Representative Assembly two (2) years in succession shall not be reconsidered for a period of less than three (3) years except by petition of one-third (1/3) of the delegates in attendance at the Representative Assembly.

(Reletter current c as d.)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Shirley F. Coffey, Virginia

AMENDMENT NUMBER 18

(Requires a 2/3 vote)

Title: TO ADD A PROVISION THAT, WHEN A PROPOSED AMENDMENT TO THE CONSTITUTION FAILS TO RECEIVE THE REQUIRED NUMBER OF VOTES FOR ADOPTION FOR THREE (3) CONSECUTIVE YEARS, THERE SHALL BE A THREE-YEAR WAITING PERIOD BEFORE AN AMENDMENT THAT IS SUBSTANTIVELY THE SAME IN CONTENT MAY BE SUBMITTED TO THE REPRESENTATIVE ASSEMBLY FOR VOTE.

Article IX. Amendment of Constitution and Bylaws

Section 6. Submission of Similar Amendments.

a. If a proposed amendment to this Constitution fails to receive the required number of votes for passage by the delegates to the Representative Assembly for three (3) consecutive years, there shall be a waiting period of three (3) years before proposals substantively the same in content may again be presented to the delegates of the Representative Assembly for a vote.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Nancy J. Haley, Massachusetts

AMENDMENT NUMBER 19

(Requires a 2/3 vote)

Title: TO ADD A PROVISION THAT ANY AMENDMENT TO THE BYLAWS THAT IS REJECTED BY THE REPRESENTATIVE ASSEMBLY TWO (2) YEARS IN SUCCESSION SHALL NOT BE RECONSIDERED FOR A PERIOD OF LESS THAN THREE (3) YEARS EXCEPT BY PETITION OF ONE-THIRD (1/3) OF THE DELEGATES.

Article IX. Amendment of Constitution and Bylaws

Section 3. Amendment of the Bylaws.

c. Any proposed bylaw amendment whose substance remains constant and is submitted and defeated by the Representative Assembly two (2) years in succession shall not be reconsidered for a period of less than three (3) years except by petition of one-third (1/3) of the delegates in attendance at the Representative Assembly.

(Reletter current c as d.)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Shirley F. Coffey, Virginia

AMENDMENT NUMBER 20

(Requires a 2/3 vote)

Title: TO ADD A PROVISION THAT, WHEN A PROPOSED AMENDMENT TO THE BYLAWS FAILS TO RECEIVE THE REQUIRED NUMBER OF VOTES FOR ADOPTION FOR THREE (3) CONSECUTIVE YEARS, THERE SHALL BE A THREE-YEAR WAITING PERIOD BEFORE AN AMENDMENT THAT IS SUBSTANTIVELY THE SAME IN CONTENT MAY BE SUBMITTED TO THE REPRESENTATIVE ASSEMBLY FOR VOTE.

Article IX. Amendment of Constitution and Bylaws

Section 6. Submission of Similar Amendments.

b. If a proposed amendment to the Bylaws fails to receive the required number of votes for passage by the delegates to the Representative Assembly for three (3) consecutive years, there shall be a waiting period of three (3) years before proposals substantively the same in content may again be presented to the delegates of the Representative Assembly for a vote.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Nancy J. Haley, Massachusetts

BYLAW AMENDMENTS NUMBERS 21-36 REQUIRE A MAJORITY VOTE FOR ADOPTION.

AMENDMENT NUMBER 21

(Requires a majority vote)

Title: TO REDUCE THE NUMBER OF CLASSES OF MEMBERSHIP FROM SEVEN (7) TO FIVE (5) AND TO DELETE THE PROVISIONS AUTHORIZING SEPARATE MEMBERSHIP CATEGORIES FOR PARAPROFESSIONALS AND EDUCATIONAL SECRETARIES.

Bylaw 2. Membership

2-1. Classes.

a. There shall be [seven (7)] five (5) classes of membership in the Association: Active, Staff [Paraprofessional, Educational Secretary,] Student, Retired, and Associate.

d. [Paraprofessional membership shall be open to any person who works directly with educators in discharging their professional duties.]

e. [Educational Secretary membership shall be open to any office employee in an educational institution, agency, or organization.]

(Reletter subsequent sections.)

2-7. Membership Dues.

d. Dues of Staff [, Paraprofessional, Educational Secretary,] and Associate members shall be one-half (½) the dues of Active members.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Jane R. Stern, Maryland

AMENDMENT NUMBER 22

(Requires a majority vote)

Title: TO ADD A PROVISION THAT WOULD DENY ACTIVE MEMBERSHIP TO ANY EDUCATOR SERVING IN A SUPERVISORY OR ADMINISTRATIVE POSITION WHO HAS THE AUTHORITY TO EVALUATE EMPLOYEES FOR THE PURPOSE OF HIRING AND FIRING.

Bylaw 2. Membership

2-1. Classes.

b. Active membership shall be open to any person who is engaged in or who is on a limited leave of absence from professional educational work or who is serving as an executive officer of the Association, but not in a supervisory or administrative capacity. . . .

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: James J. Johnstone, Michigan

AMENDMENT NUMBER 23

(Requires a majority vote)

Title: TO ADD A PROVISION THAT ACTIVE MEMBERSHIP SHALL BE LIMITED TO PERSONS HOLDING RANKS BELOW VICE-PRINCIPAL.

Bylaw 2. Membership

2-1. Classes.

b. Active membership shall be open to any person who is engaged in or who is on a limited leave of absence from professional educational work or who is serving as an executive officer of the Association. Active members shall hold or shall be eligible to hold a baccalaureate or higher degree or the regular teaching, vocational, or technical certificates required by their employment. Active membership is limited to persons holding a rank below vice-principal who support the principles and goals of the Association and maintain membership in the local and state affiliates where eligible.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Thomas F. Singleton, Rhode Island

AMENDMENT NUMBER 24

(Requires a majority vote)

Title: TO DELETE THE PROVISION ESTABLISHING THE DUES OF ACTIVE MEMBERS, COMMENCING WITH THE 1979-80 FISCAL YEAR, AT .00225 OF THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY SCHOOL CLASSROOM TEACHERS (ROUNDED TO THE NEAREST DOLLAR) PLUS .00055 OF THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY CLASSROOM TEACHERS (ROUNDED TO THE NEAREST DOLLAR), THE LATTER AMOUNT TO BE ALLOCATED TO UNISERV-GRANTS; THEREBY ESTABLISHING THAT DUES OF ACTIVE MEMBERS SHALL CONTINUE TO BE $35.

Bylaw 2. Membership

2-7. Membership Dues.

a. Dues of Active members shall be thirty-five dollars ($35) yearly commencing with the [1978-79] 1979-80 fiscal year [, and commencing with the 1979-80 fiscal year the dues amount shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research]. Any person joining as an Active member during the first year of eligibility shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Doug Allen, South Carolina

AMENDMENT NUMBER 24A

(Requires a majority vote)

Title: TO DELETE THE PROVISION ESTABLISHING THE DUES OF ACTIVE MEMBERS, COMMENCING WITH THE 1979-80 FISCAL YEAR, AT .00225 OF THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY CLASSROOM TEACHERS (ROUNDED TO THE NEAREST DOLLAR) PLUS .00055 OF THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY CLASSROOM TEACHERS (ROUNDED TO THE NEAREST DOLLAR), THE LATTER AMOUNT TO BE ALLOCATED TO UNISERV GRANTS; AND TO ADD A PROVISION ESTABLISHING THE DUES OF ACTIVE MEMBERS AT $40 COMMENCING WITH THE 1979-80 FISCAL YEAR.

Bylaw 2. Membership

2-7. Membership Dues.

a. Dues of Active members shall be thirty-five dollars ($35) yearly commencing with the 1978-79 fiscal year [, and commencing with the 1979-80 fiscal year the dues amount shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research.] and forty dollars ($40) commencing with the 1979-80 fiscal year. Any person joining as an Active member during the first year of eligibility shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 Active members from 2 or more states)

Contact Person: Janet Cox, Mississippi

AMENDMENT NUMBER 24B

(Requires a majority vote)

Title: TO DELETE THE PROVISION ESTABLISHING THE DUES OF ACTIVE MEMBERS, COMMENCING WITH THE 1979-80 FISCAL YEAR, AT .00225 OF THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY CLASSROOM TEACHERS (ROUNDED TO THE NEAREST DOLLAR) PLUS .00055 OF THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY CLASSROOM TEACHERS (ROUNDED TO THE NEAREST DOLLAR), THE LATTER AMOUNT TO BE ALLOCATED TO UNISERV GRANTS; AND TO ADD A PROVISION ESTABLISHING THE DUES OF ACTIVE MEMBERS AT $42 FOR 1979-80 OR THE SAME AS THE DUES CHARGED MEMBERS BY THEIR STATE AFFILIATES, WHICHEVER IS LOWER.

Bylaw 2. Membership

2-7. Membership Dues.

a. Dues of Active members shall be thirty-five dollars ($35) yearly commencing with the 1978-79 fiscal year [, and commencing with the 1979-80 fiscal year the dues amount shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research]. Dues of Active members for 1979-80 shall be forty-two dollars ($42) or the same as the dues charged members by their state affiliates, whichever is lower. Any person joining as an Active member during the first year of eligibility shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 Active members from 2 or more states)

Contact Person: Dean B. Westmoreland, North Carolina

AMENDMENT NUMBER 25

(Requires a majority vote)

Title: TO DELETE THE PROVISION ESTABLISHING THE DUES OF ACTIVE MEMBERS, COMMENCING WITH THE 1979-80 FISCAL YEAR, AT .00225 OF THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY CLASSROOM TEACHERS (ROUNDED TO THE NEAREST DOLLAR) PLUS .00055 OF THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY CLASSROOM TEACHERS (ROUNDED TO THE NEAREST DOLLAR), THE LATTER AMOUNT TO BE ALLOCATED TO UNISERV GRANTS; AND TO ADD A PROVISION ESTABLISHING THE DUES OF ACTIVE MEMBERS AT $42 COMMENCING WITH THE 1979-80 FISCAL YEAR.

Bylaw 2. Membership

2-7. Membership Dues

a. Dues of Active members shall be thirty-five dollars ($35) yearly commencing with the 1978-79 fiscal year [, and commencing with the 1979-80 fiscal year the dues amount shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research.] and forty-two dollars ($42) commencing with the 1979-80 fiscal year. Any person joining as an Active member during the first year of eligibility shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Sarah Jackson, Texas

AMENDMENT NUMBER 25A

(Requires a majority vote)

Title: TO DELETE THE PROVISION ESTABLISHING THE DUES OF ACTIVE MEMBERS, COMMENCING WITH THE 1979-80 FISCAL YEAR, AT .00225 OF THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY CLASSROOM TEACHERS (ROUNDED TO THE NEAREST DOLLAR) PLUS .00055 OF THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY CLASSROOM TEACHERS (ROUNDED TO THE NEAREST DOLLAR), THE LATTER AMOUNT TO BE ALLOCATED TO UNISERV GRANTS; AND TO ADD A PROVISION THAT THE DUES OF ACTIVE MEMBERS SHALL BE $42 FOR 1979-80, SUBJECT TO AN INCREASE IN THE AMOUNT OF $2 BY THE BOARD OF DIRECTORS IN ANY SUCCEEDING YEAR IN WHICH THE INFLATION RATE FOR THE NEA FISCAL YEAR IS SIX (6) PERCENT OR MORE.

Bylaw 2. Membership

2-7. Membership Dues.

a. Dues of Active members shall be thirty-five dollars ($35) yearly commencing with the 1978-79 fiscal year [, and commencing with the 1979-80 fiscal year the dues amount shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research]. Dues for Active members shall be forty-two dollars ($42) for 1979-80 and may be increased by the NEA Board of Directors by two dollars ($2) in any succeeding year in which the inflation rate for the NEA fiscal year is six (6) percent or more. Any person joining as an Active member during the first year of eligibility shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 Active members from 2 or more states)

Contact Person: Ann C. Gates, North Carolina

AMENDMENT NUMBER 25B

(Requires a majority vote)

Title: TO DELETE THE PROVISION ESTABLISHING THE DUES OF ACTIVE MEMBERS, COMMENCING WITH THE 1979-80 FISCAL YEAR, AT .00225 OF THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY CLASSROOM TEACHERS (ROUNDED TO THE NEAREST DOLLAR) PLUS .00055 OF THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY CLASSROOM TEACHERS (ROUNDED TO THE NEAREST DOLLAR), THE LATTER AMOUNT TO BE ALLOCATED TO UNISERV GRANTS; AND TO ADD A PROVISION THAT THE DUES OF ACTIVE MEMBERS SHALL BE $42 FOR 1979-80 AND SHALL INCREASE THEREAFTER AT THE SAME RATE AS THE RATE OF INFLATION (ROUNDED TO THE NEAREST DOLLAR) FOR THE NEA FISCAL YEAR.

Bylaw 2. Membership

2-7. Membership Dues.

a. Dues of Active members shall be thirty-five dollars ($35) yearly commencing with the 1978-79 fiscal year [, and commencing with the 1979-80 fiscal year the dues amount shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research]. Dues for Active members shall be forty-two dollars ($42) for 1979-80 and shall increase thereafter at the same rate as the rate of inflation for the NEA fiscal year rounded to the nearest dollar. Any person joining as an Active member during the fiscal year of eligibility shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 Active members from 2 or more states)

Contact Person: Ernest V. Logemann, North Carolina

AMENDMENT NUMBER 26

(Requires a majority vote)

Title: TO DELETE THE PROVISION ESTABLISHING THE DUES OF ACTIVE MEMBERS, COMMENCING WITH THE 1979-80 FISCAL YEAR, AT .00225 OF THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY SCHOOL CLASSROOM TEACHERS (ROUNDED TO THE NEAREST DOLLAR) PLUS .00055 OF THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY CLASSROOM TEACHERS (ROUNDED TO THE NEAREST DOLLAR), THE LATTER AMOUNT TO BE ALLOCATED TO UNISERV GRANTS; AND TO ADD A PROVISION ESTABLISHING THE DUES OF ACTIVE MEMBERS AT $42 EFFECTIVE WITH THE 1980-81 FISCAL YEAR.

Bylaw 2. Membership

2-7. Membership Dues.

a. Dues of Active members shall be thirty-five dollars ($35) yearly commencing with the 1978-79 fiscal year [,] and [commencing with the 1979-80 fiscal year the dues amount shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research.] forty-two dollars ($42) yearly effective with the 1980-81 fiscal year. Any person joining as an Active member during the first year of eligibility shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates) and Section 1.c. (by at least two state delegations)

Contact Persons: Robert W. Frenz, Illinois; and Seth McClintock*, Kansas, and Grady Johnson*, Texas*

*Contact persons for amendments of similar intent combined in accordance with Standing Rule 9.A.

AMENDMENT NUMBER 26A

(Requires a majority vote)

Title: TO DELETE THE PROVISION ESTABLISHING THE DUES OF ACTIVE MEMBERS, COMMENCING WITH THE 1979-80 FISCAL YEAR, AT .00225 OF THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY CLASSROOM TEACHERS (ROUNDED TO THE NEAREST DOLLAR) PLUS .00055 OF THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY CLASSROOM TEACHERS (ROUNDED TO THE NEAREST DOLLAR), THE LATTER AMOUNT TO BE ALLOCATED TO UNISERV GRANTS; AND TO ADD A PROVISION ESTABLISHING THE DUES OF ACTIVE MEMBERS AT $42, INCLUDING $8 ALLOCATED TO UNISERV GRANTS, FOR THE 1979-80 FISCAL YEAR AND $45, INCLUDING $9 ALLOCATED TO UNISERV GRANTS, COMMENCING WITH THE 1980-81 FISCAL YEAR.

Bylaw 2. Membership

2-7. Membership Dues.

a. Dues of Active members shall be thirty-five dollars ($35) yearly commencing with the 1978-79 fiscal year [, and commencing with the 1979-80 fiscal year the dues amount shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research.] forty-two dollars ($42), eight dollars ($8) of which shall be allocated to UniServ grants, commencing with the 1979-80 fiscal year, and forty-five dollars ($45), nine dollars ($9) of which shall be allocated to UniServ grants, commencing with the 1980-81 fiscal year. Any person joining as an Active member during the first year of eligibility shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Carol A. Shilinsky, Massachusetts

AMENDMENT NUMBER 27

(Requires a majority vote)

Title: TO INCREASE FROM ONE (1) TO TWO (2) PERCENT THE PENALTY ASSESSED LOCAL AND STATE AFFILIATES THAT BECOME DELINQUENT IN THEIR CONTRACTED DUES TRANSMITTAL SCHEDULES.

Bylaw 2. Membership

2-9. Dues Transmittal and Enforcement Procedures.

b. A local shall transmit to a state affiliate and a state affiliate shall transmit to the Association at least forty (40) percent of the Association dues receivable for the year by March 15 and at least sixty-six and two-thirds (66 2/3) percent of the Association dues receivable for the the year by June 1; the percentage shall be based upon the last membership count prior to January 15, and upon a membership year beginning September 1, unless the contracted transmittal schedule stipulates otherwise.

(1) A local or state affiliate which becomes delinquent in its contracted transmittal schedule by more than thirty (30) days shall be assessed a penalty of [one (1)] two (2) percent per month on the overdue balance.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Catherine Sullivan, Maine

AMENDMENT NUMBER 28

(Requires a majority vote)

Title: TO INCREASE FROM SIXTY-SIX AND TWO-THIRDS (66 2/3) TO SEVENTY (70) PERCENT THE AMOUNT OF DUES THAT A STATE AFFILIATE MUST TRANSMIT TO NEA BY JUNE 1 IN ORDER TO HAVE ITS DELEGATES SEATED IN THE REPRESENTATIVE ASSEMBLY.

Bylaw 2. Membership

2-9. Dues Transmittal and Enforcement Procedures.

b. A local shall transmit to a state affiliate and a state affiliate shall transmit to the Association at least forty (40) percent of the Association dues receivable for the year by March 15 and at least sixty-six and two-thirds (66 2/3) percent of the Association dues receivable for the year by June 1; the percentage shall be based upon the last membership count prior to January 15, and upon a membership year beginning September 1, unless the contracted transmittal schedule stipulates otherwise.

(2) Except as otherwise provided in 2-9-b (3), the delegates representing a state affiliate shall be seated in the NEA Representative Assembly at the Annual Meeting only if the state affiliate has transmitted at least forty (40) percent of the dues receivable for the year by March 15 and [sixty-six and two-thirds (66 2/3)] seventy (70) percent of the dues receivable for the year by June 1.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Mary Hatwood Futrell, Virginia

AMENDMENT NUMBER 29

(Requires a majority vote)

Title: TO ADD A PROVISION THAT, IF A STATE AFFILIATE FAILS TO TRANSMIT TO THE ASSOCIATION BY DECEMBER 1 FINAL DUES PAYMENT FOR THE PREVIOUS YEAR, ALL THE RIGHTS AND PRIVILEGES OF EACH DIRECTOR FROM THAT STATE SHALL BE SUSPENDED UNTIL THE DELINQUENT PAYMENT IS TRANSMITTED.

Bylaw 2. Membership

2-9. Dues Transmittal and Enforcement Procedures.

c. If a state affiliate fails to transmit to the Association by December 1 the final dues payment owed for the previous year, all the rights and privileges of each director from that state affiliate shall be suspended until the delinquent payment is transmitted.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: E. Joseph Pessarelli, Kentucky

AMENDMENT NUMBER 30

(Requires a majority vote)

Title: TO DELETE THE PROVISION THAT REPRESENTATION IN THE REPRESENTATIVE ASSEMBLY FROM STATE AND LOCAL AFFILIATES WHICH PROVIDE ALL-INCLUSIVE MEMBERSHIP SHALL BE ON THE BASIS OF PROPORTIONAL REPRESENTATION BY EDUCATION POSITIONS; AND TO ELIMINATE AS A STANDARD FOR LOCAL AND STATE AFFILIATES THE REQUIREMENT THAT, WHERE AN ALL-INCLUSIVE AFFILIATE EXISTS, IT SHALL PROVIDE PROPORTIONATE REPRESENTATION FOR ITS CLASSROOM TEACHER MEMBERS AND ITS ADMINISTRATOR MEMBERS.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes. Allocation of delegate credentials to Student NEA shall be on the basis of active membership in the Student NEA as of May 1 of the calendar year in which the Representative Assembly convenes.

[Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by education position.] A delegate elected to represent an affiliate shall be a member of that affiliate.

Bylaw 8. Affiliates and Special Interest Groups

8-7. Standards for Local Affiliates.

The Association shall not affiliate a local association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person—one-vote principle for representation on its governing bodies except that the affiliate shall guarantee ethnic-minority representation at least proportionate to its ethnic-minority membership. [Where an all-inclusive affiliate exists, it shall provide proportionate representation between its classroom teacher members and its administrator members];

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person—one-vote principle for representation on its governing bodies except that the affiliate shall guarantee ethnic-minority representation at least proportionate to its ethnic-minority membership. [Where an all-inclusive affiliate exists, it shall provide proportionate representation between its classroom teacher members and its administrator members];

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Billy D. Taylor, Tennessee

AMENDMENT NUMBER 31

(Requires a majority vote)

Title: TO DELETE THE REQUIREMENT THAT A DELEGATE ELECTED TO REPRESENT AN AFFILIATE SHALL BE A MEMBER OF THAT AFFILIATE AND TO PROVIDE THAT ANY ACTIVE MEMBER MAY BE ELECTED AS A DELEGATE TO REPRESENT AN AFFILIATE PROVIDED THAT THE MEMBER BELONGS TO THE RELEVANT STATE AFFILIATE.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes. Allocation of delegate credentials to Student NEA shall be on the basis of active membership in the Student NEA as of May 1 of the calendar year in which the Representative Assembly convenes.

Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by education position. A delegate elected to represent an affiliate shall be a member of [that affiliate] the state affiliate in the same jurisdictional boundaries.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Frank Totten, New Jersey

AMENDMENT NUMBER 32

(Requires a majority vote)

Title: TO CHANGE THE BASIS OF COMPUTING THE ETHNIC-MINORITY REQUIREMENT FOR DELEGATES TO THE REPRESENTATIVE ASSEMBLY FROM THE STATE'S ETHNIC-MINORITY POPULATION TO THE ETHNIC-MINORITY MEMBERSHIP WITHIN THE STATE.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

g. Allocation of ethnic-minority representation shall be at least equal to the proportion of identified ethnic-minority [populations within the state] membership within the state. In cooperation with its local affiliates, each state affiliate shall insure that whenever possible, the total state and local unit delegation to the Representative Assembly shall reflect these ethnic-minority [populations] memberships. Local affiliates shall comply with such standards as may be established by the state affiliate to insure that whenever possible, the total state and local unit delegation to the Representative Assembly shall reflect these ethnic-minority [populations] memberships. If a state affiliate or local affiliate fails to comply with this provision, the Representative Assembly may refuse to seat the respective state affiliate or local affiliate delegation.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Kenneth F. Werring, New Jersey

AMENDMENT NUMBER 32A

(Requires a majority vote)

Title: TO ADD A PROVISION THAT AN ALL-INCLUSIVE LOCAL AFFILIATE ENTITLED TO FEWER THAN TEN (10) DELEGATES MAY CLUSTER WITH SUCH OTHER LOCAL AFFILIATES FOR THE PURPOSE OF NONTEACHER DELEGATE ENTITLEMENT ON A RATIO OF 1:150.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

i. Allocation for nonteacher category delegates in local units which have all-inclusive membership shall allow for clustering with nonteacher members from other local units. Clustering shall be permitted only when allocation of local unit nonteacher delegates include fewer than 10 delegates. In such local units, nonteacher members shall not be counted in the allocation for teacher delegates. Delegates for clustered nonteacher members shall be based on the ratio of 1:150.

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 Active members from 2 or more states)

Contact Person: Linda I. Rader, North Carolina

AMENDMENT NUMBER 32B

(Requires a majority vote)

Title: TO ADD A PROVISION THAT AN NEA STATE DIRECTOR SHALL BE SUBJECT TO RECALL AND TO ESTABLISH THE CONDITIONS OF SUCH RECALL.

Bylaw 5. Board of Directors

5-13. Recall.

a. Six (6) months after assuming office, an NEA state director shall be subject to recall in accordance with the provisions of this Bylaw.

b. Recall proceedings shall be instituted by the filing of a recall petition with the NEA Executive Director. The recall petition shall be in a form specified by the NEA and shall, among other things, contain (i) a statement of the specific grounds for the recall and (ii) the signatures of NEA Active and/or Life members in the state which are equal in number to at least five (5) percent of the total number of Active and Life members in the state as of the close of the membership year immediately preceding the membership year in which the petition is filed.

c. The NEA Executive Director shall determine whether the recall petition complies with the Association's filing requirements. If it does, the NEA Executive Director shall send a copy of the recall petition, including any documents filed in support thereof, to the director named in the petition. If the director contends that the attempted recall is based upon actions taken by him/her in support of the Constitution, Bylaws, and/or established policies of the NEA, he/she may request a review by the NEA Executive Committee. If two-thirds (2/3) of the total membership of the NEA Executive Committee sustains the contention of the director, the recall petition shall be dismissed. If the NEA Executive Committee fails to sustain the contention of the director, or if a request for review is not made, the NEA Executive Director shall direct the relevant state affiliate to conduct a recall election.

d. A recall election shall be conducted in accordance with rules of procedure adopted by the NEA Board of Directors, provided that (i) all Active and Life members in the state as of the date of the recall election shall be eligible to vote, (ii) the recall election shall be by secret ballot, and (iii) two-thirds (2/3) of the valid ballots cast shall be required for recall.

e. The pendency of recall proceedings shall have no effect upon the right of a director to function as a member of the NEA Board of Directors. If a director is recalled, the resulting vacancy shall be filled pursuant to Bylaw 5-3, provided that the recalled director shall not be eligible for appointment to the vacany or such other vacancy as may occur in a director position from that state. The recall of a director shall not disqualify him/her from subsequent election to the NEA Board of Directors or other NEA office, nor shall it in any other way affect his/her rights as a member of the Association.

f. If a recall petition is filed when there is a pending NEA disciplinary proceeding against the director which could result in his/her removal from the NEA Board of Directors, the processing of the recall petition shall be stayed until the disciplinary proceeding is concluded.

g. The NEA Board of Directors shall adopt rules of procedure to implement the provisions of the Bylaw.

Submitted in accordance with the Constitution, Article IX, Section 1.e. (by majority vote of the Committee on Constitution, Bylaws, and Rules)

Contact Person: Robert W. Chaffee, Vermont

AMENDMENT NUMBER 33

(Requires a majority vote)

Title: TO ADD A PROVISION THAT THE FISCAL POWERS OF THE EXECUTIVE COMMITTEE SHALL INCLUDE REVIEW OF THE PROPOSED BUDGET IN CONJUNCTION WITH THE COMMITTEE ON PROGRAM AND BUDGET AND THE POWER TO AMEND AND APPROVE THE BUDGET PRIOR TO SUBMISSION TO THE BOARD OF DIRECTORS AND REPRESENTATIVE ASSEMBLY.

Bylaw 6. Executive Committee

6-9. Fiscal Powers.

The Executive Committee shall:

e. Review the proposed budget annually in conjunction with the Committee on Program and Budget and have the power to amend by addition or deletion and approve the budget prior to the submission to the Board of Directors and to the Representative Assembly.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Arlene Pavey, California

AMENDMENT NUMBER 33A

(Requires a majority vote)

Title: TO SPECIFY THAT THE ASSOCIATION SHALL REIMBURSE A REVIEW BOARD MEMBER FOR EXPENSES INCURRED AND SALARY LOST FROM PROFESSIONAL OR OTHER PRIMARY EMPLOYMENT AS A RESULT OF PERFORMANCE OF OFFICIAL ASSOCIATION BUSINESS AND TO PROHIBIT A REVIEW BOARD MEMBER FROM ACCEPTING AN HONORARIUM OR OTHER PAYMENT FROM ANY SOURCE AT THE LOCAL, STATE, OR NATIONAL LEVEL OF THE ASSOCIATION.

Bylaw 7. Review Board

7-1. Review Board.

e. [Expenses, including any loss of salary incurred by Review Board members while on official business, shall be paid by the Association. A member shall not accept any honorarium from any source within any level of the Association.] The Association shall reimburse a member of the Review Board for any (i) expenses incurred and (ii) salary lost from his/her employment as a professional educator or other primary employment as a result of the performance of official Association business. Except as provided above, a member of the Review Board shall not accept an honorarium or any other payment from any source at the local, state, or national level of the Association.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Helen Fitch, Wyoming

AMENDMENT NUMBER 33B

(Requires a majority vote)

Title: TO ADD A PROVISION THAT A STATE AFFILIATE SHALL REQUIRE STUDENT MEMBERSHIP IN THE NEA FOR ITS STUDENT MEMBERS.

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

c. The affiliate shall require membership in the Association and in its local affiliate where eligible, within one year after the effective date of this document. The affiliate shall require Student membership in the Association for its student members;

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Larry Bateman, Student NEA

AMENDMENT NUMBER 33C

(Requires a majority vote)

Title: TO ADD A PROVISION THAT ETHNIC-MINORITY MEMBERS SHALL COMPRISE AT LEAST TWENTY (20) PERCENT OF THE COMMITTEE ON PROGRAM AND BUDGET.

Bylaw 11. General Finance

11-7. Committee on Program and Budget.

a. The Committee on Program and Budget shall comprise seven (7) members whose function shall be to prepare with the President, the Secretary-Treasurer, and the Executive Director the annual budget. The Vice-President and the Secretary-Treasurer shall be members during their terms of office. The Board of Directors shall elect at its first meeting following September 1, five (5) of its members for staggered two-year terms. Members from ethnic minorities shall comprise at least twenty (20) percent of the Committee. The Board shall elect additional members as appropriate to insure such ethnic-minority representation. Candidates for these positions shall be nominated by the ethnic-minority members of the Board of Directors. A member elected by the Board of Directors shall serve only while a member of the Board. The Vice-President shall serve as chairperson.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Ronald G. Bruch, Missouri

AMENDMENT NUMBER 34

(Requires a majority vote)

Title: TO ADD A PROVISION THAT DELEGATES MAY RECOMMEND CHANGES IN THE PROPOSED BUDGET TO THE COMMITTEE ON PROGRAM AND BUDGET AND THAT THE COMMITTEE SHALL MEET FOLLOWING THE BUDGET OPEN HEARING TO CONSIDER ANY CHANGES IT MAY WISH TO MAKE PRIOR TO FINAL ACTION BY THE BOARD OF DIRECTORS.

Bylaw 11. General Finance

11-9. Budget.

b. The President, with the Secretary-Treasurer, the Executive Director, and the Committee on Program and Budget, shall prepare the proposed budget for presentation to the Executive Committee for review prior to its transmittal to the Board of Directors. The budget shall be recommended to the Board of Directors at least forty-five (45) days prior to the Annual Meeting. After reviewing and tentatively approving the budget, the Board shall direct its printing. The budget shall then be transmitted not later than thirty (30) days prior to the Annual Meeting to the presidents of state and local affiliates and to others as determined by the Board of Directors. The Committee on Program and Budget shall hold at least one (1) open hearing on the proposed budget at the Annual Meeting. The delegates may give input and make recommendations to the Committee for changes in the proposed budget. The Committee on Program and Budget shall meet following the hearings to consider any change which it may wish to make prior to final action by the Board of Directors. Following such open hearings, the Board shall meet to approve the budget for transmittal to the Representative Assembly.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Margaret Brown, California

AMENDMENT NUMBER 35

(Requires a majority vote)

Title: TO ADD A PROVISION TO DEFINE THE OPERATING RESERVE FOR CASH AS THE AMOUNT OF CASH AND INVESTMENTS IN THE GENERAL FUND AT THE CLOSE OF THE PREVIOUS FISCAL YEAR.

Bylaw 12. Definitions

12-1. Definitions of Terms.

e. Operating Reserve for Cash. The Operating Reserve for Cash shall mean the actual amount of cash and investments in the General Fund as of August 31 of each fiscal year.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Anthony S. Butler, Alabama

AMENDMENT NUMBER 36

(Requires a majority vote)

Title: TO ADD A PROVISION THAT AN AFFILIATE MAY MODIFY *ROBERT'S RULES OF ORDER NEWLY REVISED* UNDER CERTAIN CONDITIONS.

Bylaw 13. Parliamentary Authority

13-1. *Robert's Rules of Order Newly Revised.*

The most recent edition of *Robert's Rules of Order Newly Revised* shall be the authority in all matters of procedure not otherwise specified in the Charter, the Constitution, these Bylaws, or the Standing Rules, subject to the exceptions authorized in Bylaw 13-2.

13-2. Modifications by Affiliates.

An affiliate may modify *Robert's Rules of Order Newly Revised* provided that such modification does not conflict with the Charter, the Constitution, these Bylaws, or the Standing Rules as interpreted by the Representative Assembly Board of Directors, or Executive Committee.

Bylaw 3. Representative Assembly

[3-7. Parliamentary Procedure.

[The most recent edition of *Robert's Rules of Order Newly Revised* shall be the authority governing all matters of procedure not otherwise provided in the Charter, the Constitution, these Bylaws, or the Standing Rules.]

Submitted in accordance with the Constitution, Article IX, Section 1.e. (by majority vote of the Committee on Constitution, Bylaws, and Rules)

Contact Person: Robert W. Chaffee, Vermont

STANDING RULE AMENDMENTS NUMBERS 1-8 REQUIRE A MAJORITY VOTE FOR ADOPTION.

STANDING RULE AMENDMENT NUMBER 1

Rule 6. Order of Business and Debate

(New section H.)

H. After three (3) delegates have spoken for an item and three (3) delegates have spoken against the same item, a motion to close debate shall be automatically placed before the Representative Assembly.

(Reletter subsequent sections.)

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact Person: John M. Yarnovic, Pennsylvania

STANDING RULE AMENDMENT NUMBER 2

Rule 6. Order of Business and Debate

N. [A five-member committee shall be established to review new business items prior to and during the Representative Assembly. The committee shall consist of the Secretary-Treasurer, one member of the Board of Directors elected by and from the Board, and three delegates to the Representative Assembly appointed by the President. The committee shall review each new business item submitted, and, without changing or eliminating any, shall (a) make a preliminary estimate of the cost of each item and (b) determine whether the item is covered in the program budget.]

(Reletter subsequent sections.)

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact Person: Esther Swink, Tennessee

STANDING RULE AMENDMENT NUMBER 2A

Rule 6. Order of Business and Debate

N. A five-member committee shall be established to review new business items prior to and during the Representative Assembly. The committee shall consist of the Secretary-Treasurer, one member of the Board of Directors elected by and from the Board, and three delegates to the Representative Assembly appointed by the President. The committee shall review each new business item submitted, and, without changing or eliminating any, shall (a) make a preliminary estimate of the cost of each item [and] , (b) determine whether the item is covered in the program budget [.] , and (c) respond to inquiries related to the item as posed by the submitting delegate(s) including directing the delegate(s) to possible alternative informational sources. The response shall be in brief written form made available before the session in which the item is expected to be debated.

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact Person: Susan A. Stitham, Alaska

STANDING RULE AMENDMENT NUMBER 3

Rule 7. Reports

(New section B.)

B. Recommendations. All recommendations of a committee shall be individually acted upon by the Representative Assembly. Any committee recommendations approved by the Representative Assembly shall be funded in the next year's program budget.

(Reletter subsequent sections.)

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact Person: Jo McGuire, California

STANDING RULE AMENDMENT NUMBER 4

Rule 8. Resolutions Committee and Procedure

A. Composition of Resolutions Committee. The Resolutions Committee shall consist of [an internal Editing Committee of five members and at least as many additional members from each state affiliate and the Student NEA as the affiliate has NEA directors. The chairperson, vice-chairperson, and secretary of the Internal Editing Committee shall serve as chairperson, vice-chairperson, and secretary of the full Resolutions Committee] the Board of Directors.

B. Internal Editing Committee. The Internal Editing Committee shall be appointed by the President with the advice and consent of the Board of Directors for rotating terms of [five] three years concurrent with their terms on the Board of Directors. The President shall annually appoint a chairperson from the Internal Editing Committee. Members of the Internal Editing Committee shall serve at the pleasure of the President. The Internal Editing Committee shall select annually a vice-chairperson [and a secretary] from among its own membership. It shall meet prior to the opening meeting of the Representative Assembly to draft proposed resolutions. . . .

C. [State and At-Large Representatives. The accredited delegates to the Representative Assembly from each state and from the Student NEA shall elect as many delegates and alternates to the Resolutions Committee from among its delegates as each unit has NEA directors. They shall serve for one year commencing at the close of the Representative Assembly. No individual shall serve more than six consecutive terms as delegate to be effective after the 1970 NEA Representative Assembly. Elections shall take place at the third business meeting of the state delegations at the time and place designated in the annual program by the President of the Association.

[The procedure for filling vacancies on the Resolutions Committee between meetings of the Representative Assembly shall be as follows. If the number of vacancies within a state or the Student NEA exceeds the number of alternates elected to fill the vacancies, additional alternates shall be appointed by the governing board of the state affiliate or the Student NEA, if feasible, or appointed by the president of the state affiliate or Student NEA.

[The members elected from each state and the Student NEA shall meet the requirements set forth in Article V, Section 1(a) and (b). Nominations of such state representatives shall be open except where limitations are required to comply with the provisions of Article V, Section 1(a) and (b).

[At-large members of the Resolutions Committee shall be appointed by the President as may be necessary to assure compliance with the requirements set forth in Article V, Section 1(c), (d), and (e).]

(Reletter subsequent sections.)

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact Person: Richard M. Wirth, Michigan

STANDING RULE AMENDMENT NUMBER 5

Rule 8. Resolutions Committee and Procedure

C. State and At-Large Representatives. [The accredited delegates to the Representative Assembly from each state and from the Student NEA shall elect as many delegates and alternates to the Resolutions Committee from among its delegates as each unit has NEA directors.]

Representatives to the Resolutions Committee may be elected by the delegates of that state to the Representative Assembly or by the Student NEA or may be elected within the state or the Student NEA through a regular election process which specifically includes provisions for open nomination and secret ballot. The number of representatives to which a state or the Student NEA is entitled shall be equal to the number of NEA Board of Directors members from that state or the Student NEA. [They] State or Student NEA representatives to the Resolutions Committee shall serve. . . .

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact Person: Dillon Stone, New Mexico

STANDING RULE AMENDMENT NUMBER 6

Rule 8. Resolutions Committee and Procedure

C. State [and At-Large] Representatives. The accredited delegates to the Representative Assembly from each state [and] or from the Student NEA shall elect as many delegates and alternates to the Resolutions Committee from among its delegates as each unit has NEA directors. [They shall serve for one year commencing at the close of the last meeting of the Representative Assembly. No individual shall serve more than six consecutive terms as delegate to be effective after the 1970 Representative Assembly. Elections shall take place at the third business meeting of the state delegations at the time and place designated in the annual program by the President of the Association.] This election process must specifically include all provisions herein stated:

1. One Resolutions Committee representative shall be elected for each NEA Board of Directors member and from the same geographical area. Representatives so elected to the Resolutions Committee from any geographical area shall not exceed that state's teacher area ratio to the total NEA Resolutions Committee.

2. Representatives elected to the Resolutions Committee shall meet the requirements set forth in Article V, Section 1(a) and (b).

3. Nominations shall be open except where limitations are required to comply with the provisions of Article V, Section 1(a) and (b).

4. Representatives shall serve a term of two (2) years commencing at the close of the last meeting of the Representative Assembly. No individual shall serve more than three (3) consecutive terms as delegate after the 1978 Representative Assembly.

5. Elections shall take place at the third business meeting of the state delegations at the time and place designated in the annual program by the President of the Association.

6. All or any irregularities in election procedures must be clarified by and at the state Representative Assembly caucus responsible for that election with the following procedure:

(a) Challenges of the election must be filed with:

(1) The president of the state caucus

(2) The chairperson of the state election committee

(3) The NEA Elections Committee.

(b) Any irregularity in the election canceling one-third (1/3) or more votes of that Representative Assembly caucus shall require a new election to be completed on or before the fifth regular meeting of that same electing Representative Assembly voting caucus.

The procedure for filling vacancies on the Resolutions Committee between meetings of the Representative Assembly shall be as follows. If the number of vacancies within a state or the Student NEA exceeds the number of alternates elected to fill vacancies, additional alternates shall be appointed by the governing board of the state affiliate or the Student NEA, if feasible, or appointed by the president of the state affiliate or the Student NEA.

[The members elected from each state and the Student NEA shall meet the requirements set forth in Article V, Section 1(a) and (b). Nominations of such state representatives shall be open except where limitations are required to comply with the provisions of Article V, Section 1(a) and (b).

[At-large members of the Resolutions Committee shall be appointed by the President as may be necessary, to assure compliance with the requirements set forth in Article V, Section 1(c), (d), and (e).]

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact Person: Naomi B. Smith, California

STANDING RULE AMENDMENT NUMBER 6A

Rule 8. Resolutions Committee and Procedure

C. State and At-Large Representatives. The accredited delegates to the Representative Assembly from each state and from the Student NEA shall elect as many delegates and alternates to the Resolutions Committee from among its [delegates] membership as each unit has NEA directors. . . .

Submitted in accordance with Standing Rule 9.B.1.c. (by majority vote of the NEA Board of Directors)

Contact Person: Patsy J. Estrellas, California

STANDING RULE AMENDMENT NUMBER 6A1

Rule 8. Resolutions Committee and Procedure

C. State and At-Large Representatives. The [accredited] registered delegates to the Representative Assembly from each state and from the Student NEA shall elect as many delegates and alternates to the Resolutions Committee from among its delegates as each unit has NEA directors. . . .

Submitted in accordance with Standing Rule 9.B.1.c. (by majority vote of the NEA Board of Directors)

Contact Person: Joan Blank, Virginia

STANDING RULE AMENDMENT NUMBER 6B

Rule 10. Elections, Committee and Procedure

E. Campaign Expenses. Candidates for President shall be limited to an expenditure of $15,000. Candidates for Vice-President, Secretary-Treasurer, membership on the Executive Committee or at-large membership on the Board of Directors or the Executive Committee shall be limited to an expenditure of [$7,500] $10,000. In the event a runoff election is necessary, candidates in said runoff shall be allowed $1,000 for the purpose of the runoff election. . . .

Submitted in accordance with Standing Rule 9.B.1.c. (by majority vote of the NEA Board of Directors)

Contact Person: E. Joseph Pessarelli, Kentucky

STANDING RULE AMENDMENT NUMBER 6B1

Rule 10. Elections, Committee and Procedure

G. Nominations. At the [first] fourth business meeting of the Representative Assembly, nominations shall take place, as they are appropriate in each year, for the elections provided for by Article IV, Section 3, and Article V, Section 1, and Article VI, Section 1, of the Constitution.

H. Election. Elections shall be by printed ballot by the delegates to the Representative Assembly.

2. Elections on the first ballot shall be on the [second] third day of the Representative Assembly.

8. Polls for voting on amendments shall be open from 7 a.m. to 12 noon on the [third] second day of the Representative Assembly at such place or places as the President shall designate.

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact Person: Patricia Ann Dunn, Massachuestts

STANDING RULE AMENDMENT NUMBER 7

Rule 10. Elections, Committee and Procedure

H. Election. Elections shall be by printed ballot by the delegates to the Representative Assembly.

9. The chairperson of the Elections Committee shall present the report of each balloting by vote tally to the Representative Assembly. In the event that each of two or more incompatible amendments receives the required number of votes, the amendment receiving the greatest number of votes shall prevail.

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact Person: Reg Weaver, Illinois

STANDING RULE AMENDMENT NUMBER 8

Rule 10. Elections, Committee and Procedure

H. Election. Elections shall be by printed ballot by the delegates of the Representative Assembly.

12. The Representative Assembly shall not recess until the results of the election are certified and presented to the Assembly on the day of an election.

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact Person: Albert H. Cranston, Wyoming

PART II

COMPLIANCE WITH THE LABOR-MANAGEMENT REPORTING AND DISCLOSURE ACT OF 1959 (LANDRUM-GRIFFIN ACT)

The NEA Board of Directors has concluded that certain amendments to the NEA's governing documents are necessary in order to bring NEA into compliance with the Landrum-Griffin Act. The amendments which the Board is proposing for this purpose are printed in Part II of this pamphlet, separately from other proposed amendments.

The amendments to the Bylaws are designated as Amendment AA and will be voted upon as a single amendment by secret ballot, by the 1979 Representative Assembly.

Consistent with Standing Rule 9.B.4, the amendments to the Standing Rules are designated as Standing Rule Amendment BB and will be submitted as a single amendment for voice vote by the 1979 Representative Assembly following the announcement of the secret ballot on Amendment AA.

Also printed in Part II are proposed amendments to the Constitution. These amendments *will not be discussed or acted upon* at the 1979 Annual Meeting. They simply will be read by title and held for action at the 1980 Annual Meeting, at which time they will require a two-thirds vote for adoption. Although proposed amendments to the Constitution normally are not printed until 60 days prior to the Annual Meeting at which they are to be acted upon, we have departed from the usual practice in the present case. This has been done so that the delegates will have a complete picture of the changes in NEA's governing documents that the Board of Directors believes are necessary in order to bring NEA into compliance with the Landrum-Griffin Act.

BYLAW AMENDMENT AA REQUIRES A MAJORITY VOTE FOR ADOPTION BY THE 1979 REPRESENTATIVE ASSEMBLY.

BYLAW AMENDMENT NUMBER AA

(Requires majority vote)

Title: TO MAKE CHANGES NECESSARY TO COMPLY WITH THE LABOR-MANAGEMENT REPORTING AND DISCLOSURE ACT OF

1959 (LANDRUM-GRIFFIN ACT) BY:

1. GRANTING TO CERTAIN NEA MEMBERS THE RIGHT TO SEEK AND HOLD NEA OFFICE AND OTHERWISE TO PARTICIPATE IN NEA GOVERNANCE;
2. MODIFYING CERTAIN ETHNIC-MINORITY GUARANTEES IN NEA GOVERNANCE;
3. CLARIFYING THE DISTINCTION BETWEEN NEA "OFFICERS" AND "NONOFFICERS"; AND
4. MAKING CERTAIN CHANGES IN THE PROCESS FOR ELECTING NEA OFFICERS.

Bylaw 1. Objectives

1-1. Specific Objectives.

The specific objectives directed toward the achievement of the stated goals of the Association shall be:

Subsections a through i no change

j. To protect and support [Active] its members as employees in disputes with employers or with those acting on behalf of employers.

Bylaw 2. Membership

2-1. Classes.

a. There shall be [seven (7)] six (6) classes of membership in the Association: Active, Staff, [Paraprofessional, Educational Secretary,] Educational Support, Student, Retired, and Associate.

Subsections b and c no change

[d. Paraprofessional membership shall be open to any person who works directly with educators in discharging their professional duties.

[e. Educational Secretary membership shall be open to any office employee in an educational institution, agency, or organization.]

d. Educational Support membership shall be open to any employee of a school district, college or university, or other institution devoted primarily to educational work who is not eligible for Active membership, including a person who is on a limited leave of absence from such employment or who is serving as an executive officer of the Association. Educational Support membership is limited to persons who support the principles and goals of the Association and maintain membership in the local and state affiliates where eligible.

Reletter f as e. No other change

[g] f. Retired membership shall be open to any retired member who has held membership in the Association for the year immediately prior to retirement. Retired members who have held Active or Educational Support membership status shall be eligible to be voting delegates at the Representative Assembly.

Reletter h and i as g and h.

2-3. Rights and Limitations.

a. No change

b. The right to vote and to hold an elective [office] or appointive position shall be limited to Active and Educational Support members except as otherwise provided.

Subsections c through h no change

2-7. Membership Dues.

Subsections a and b no change

c. The Association shall continue to allow Active and Educational Support membership to those education association members laid off due to a reduction in force with reduction in dues of fifty (50) percent. Such eligibility for Active and Educational Support membership shall continue as long as such persons are eligible to be recalled or for three (3) years, whichever is longer.

d. Dues of Staff [Paraprofessional, Educational Secretary,] and Associate members shall be one-half (1/2) the dues of Active members.

e. Dues of Educational Support members shall be one-half (1/2) the dues of Active members for the 1979-80 fiscal year, and commencing with the 1980-81 fiscal year the dues amount shall be determined and allocated in the manner set forth in Bylaw 2-7.a., except that the national average annual salary of persons eligible for Educational Support membership shall be used in the formula.

Reletter e, f, and g as f, g, and h.

2-9. Dues Transmittal and Enforcement Procedures.

Subsections a and b no change

(1) No change

(2) Except as otherwise provided in 2-9.b.(3), the delegates representing a state affiliate [shall be seated in the NEA Representative Assembly at the Annual Meeting only if the state affiliate has] that has not transmitted at least forty (40) percent of the dues receivable for the year by March 15 and sixty-six and two-thirds (66-2/3) percent of the dues receivable for the year by June 1 [.], shall have no right to participate in the NEA Representative Assembly at the Annual Meeting other than to (i) participate in elections for Association officers, and (ii) vote on increases in Association membership dues.

(3) If a state affiliate informs the NEA in writing that a local affiliate has failed to transmit the Association dues in accordance with the dates set forth in 2-9.b. and such information is verified by the Executive Director, the delegates of that local shall [not be seated in the Representative Assembly at the Annual Meeting.] have no right to participate in the NEA Representative Assembly at the Annual Meeting other than to (i) participate in elections for Association officers, and (ii) vote on increases in Association membership dues. In this event, the delegates of the state affiliates shall [be entitled to be seated] have full right to participate in the NEA Representative Assembly at the Annual Meeting.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active and Educational Support membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes. Allocation of delegate credentials to Student NEA shall be on the basis of active membership in the Student NEA as of May 1 of the calendar year in which the Representative Assembly convenes.

Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by education position. A delegate elected to represent an affiliate shall be a member of that affiliate.

Subsections b through e no change

f. Allocation of delegates to school nurse members denied active membership in [state or] local affiliates shall be based on the ratio of 1:150 school nurse members so denied.

g. [Allocation of ethnic-minority representation shall be] It is the policy of the Association to achieve ethnic-minority delegate representation at least equal to the proportion of identified ethnic-minority populations within the state. [In cooperation with its local affiliates, each state affiliate shall insure that whenever possible, the total state and local unit delegation to the Representative Assembly shall reflect these ethnic-minority populations. Local affiliates shall comply with such standards as may be established by the state affiliate to insure that whenever possible, the total state and local unit delegation to the Representative Assembly shall reflect these ethnic-minority populations. If a state affiliate or a local affiliate fails to comply with this provision, the Representative Assembly may refuse to seat the respective state affiliates or local affiliate delegations.] Prior to December 1 of each fiscal year, each state affiliate shall submit to the NEA Executive Committee for its approval a legally permissible plan which is designed to achieve a total state and local delegation to the Representative Assembly held that fiscal year which reflects these ethnic-minority proportions. If a state affiliate fails to submit such a plan, the NEA Executive Committee fails to approve a plan which is submitted, or a state affiliate fails to comply with an approved plan, the Representative Assembly may deny to the delegates from the state affiliate any right to participate in the NEA Representative Assembly at the Annual Meeting other than to (i) participate in elections for Association officers, and (ii) vote on increases in Association membership dues. Local affiliates shall comply with the approved plan of the state affiliate and if a local affiliate fails to do so, the right of its delegates to participate in the NEA Representative Assembly at the Annual Meeting may be limited as indicated above. The failure of a state or local affiliate to comply with the provisions of this Bylaw shall in addition be grounds for censure, suspension, or expulsion pursuant to Bylaw 6-5.

h. No change

i. Allocation of delegates to Educational Support members denied Active membership in local affiliates shall be based on the ratio of 1:150 Education Support members so denied.

Bylaw 5. Board of Directors

5-1. Election.

a. A majority vote of those voting shall be necessary to elect an NEA director. Except as otherwise provided in Article V of the Constitution, members of the Board of Directors shall be elected by secret ballot for each individual office (i) by the Active and Educational Support NEA members within each state or, (ii) by the NEA members elected to serve as delegates to the state representative body [.], but only if all Active and Educational Support NEA members in the state who meet all other relevant requirements are eligible to vote for and serve as delegates to the state representative body. Student NEA directors shall be elected by duly elected delegates to the Student NEA Representative Assembly.

Subsections b and c no change

d. If on May 31 of each of two consecutive years the Active and Educational Support Association membership within a state unit or the Student NEA is less than that required to establish and maintain the positions of its directors, the number of its additional directors shall be reduced according to the membership on the second of such two consecutive years.

5-3. Vacancies.

Vacancies arising in the office of state directors held by persons elected within the state shall be filled upon recommendation of the state association by the Board of Directors when in session, or when not in session, by the Executive Committee. Vacancies arising in the office of director held by persons elected by the Representative Assembly shall be filled by the Board of Directors when in session, or when not in session, by the Executive Committee, upon recommendation of the President. Persons filling vacancies shall be from the same [category] educational position as the member being replaced and shall serve until the first opportunity that a successor director may be elected in accordance with the regular election procedure. Student NEA vacancies shall be filled by the Student NEA Executive Committee. The individual(s) appointed shall serve until the first opportunity that a successor director may be elected in accordance with the regular election procedure.

5-6. Alternate Directors.

a. No change

b. An alternate director shall be from the same [category of members] educational position as the director who is replaced. [Ethnic-minority directors may be replaced only by ethnic-minority alternate directors.]

Subsections c through f no change

Bylaw 7. Review Board

7-1. Review Board.

Subsections a and b no change

c. A member of the Review Board shall hold no [other] elective [office] or other appointive position in the Association or in its affiliates.

Subsections d through h no change

Bylaw 8. Affiliates and Special Interest Groups

8-7. Standards for Local Affiliates.

The Association shall not affiliate a local association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person — one-vote principle for representation on its governing bodies except that the affiliate shall [guarantee] take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership. Where an all-inclusive affiliate exists, it shall provide proportionate representation between its [classroom teacher] nonsupervisor members and its [administrator] supervisor members;

Subsections b through f no change

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person — one-vote principle for representation on its governing bodies except that the affiliate shall [guarantee] take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership. Where an all-inclusive affiliate exists, it shall provide proportionate representation between [classroom teacher] nonsupervisor members and its [administrator] supervisor members;

Subsections b through f no change

8-12. Standards for Student NEA.

Subsections a through c no change

d. The Student NEA shall apply the one-person—one-vote principle for representation on its governing bodies except that the affiliate shall [guarantee] take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership;

Subsections e through i no change

Bylaw 10. Executive Director and Staff

10-1. Executive Director.

The Executive Committee shall employ an Executive Director who shall be the [chief administrator] Association staff member with primary responsibility for implementing the policies of the Association. The Executive Director shall be responsible to the Executive Committee.

Bylaw 12. Definitions

12-1. Definitions.

As used in the Charter, the Constitution, these Bylaws, and the Standing Rules, the Association adopts and adheres to the following definitions of terms:

Subsections a and b no change

c. Education position: Education position shall mean the following two categories: (i) nonsupervisors, which shall include NEA Active and Educational Support members who are not supervisors; and (ii) other, which shall include NEA Active and Educational Support members who are supervisors, NEA Retired Life members, and NEA Staff Life members.

d. Supervisor and administrator: Supervisor and administrator shall mean any person who has continuing authority to hire, transfer, discipline, dismiss, or otherwise direct employees or to effectively recommend any of the aforesaid actions.

Reletter c and d as e and f.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

STANDING RULE AMENDMENT BB REQUIRES A MAJORITY VOTE FOR ADOPTION BY THE 1979 REPRESENTATIVE ASSEMBLY.

STANDING RULE AMENDMENT NUMBER BB

(Requires majority vote)

Rule 2. Certification of Delegates

C. Vacancies. The organization to which delegates have been allocated shall be responsible for filling vacancies which may occur when a delegate does not fulfill the term for which elected. The filling of vacancies must comply with the requirements of the Constitution and Bylaws for the election of [officers] delegates.

No change in remainder of paragraph

Rule 8. Resolutions Committee and Procedure

C. State and At-Large Representatives.

No change in first two paragraphs

The members elected from each state and the Student NEA shall meet the requirements set forth in Article V, Secion 1(a) [and (b)]. Nominations of such state representatives shall be open except where limitations are required to comply with the provisions of Article V, Section 1(a) [and (b)]. In the event that the first three (3) members from a state or the Student NEA do not include at least one (1) ethnic minority, the fourth member shall be from an ethnic-minority group.

At-large members of the Resolutions Committee shall be appointed by the President as may be necessary to assure compliance with the requirements set forth in Article V, Section 1[(c),] (d), and (e), and that ethnic minorities comprise at least twenty (20) percent of the committee.

Rule 10. Elections, Committee and Procedure

A. Composition of Committee. [The President, with the advice and consent of the Board of Directors,] The Board of Directors, on the basis of recommendations from the state affiliates, shall appoint a chairperson and at least twenty (20) members of an Elections Committee. The chairperson and members shall serve at the pleasure of the [President] Board of Directors.

Sections B and C no change

D. Advance Publicity. Candidates for executive office or membership on the Executive Committee may file their intention in writing with the Executive Director of the NEA, along with a picture and candidate statement. The Executive Director of the NEA shall publish in an NEA publication sent to Active and Educational Support members the picture and candidate statement of each candidate who has filed and presented such statement by April 1. The eligibility of such candidates shall be verified prior to publication.

No change in remaining paragraph

E. Campaign Expenses. Candidates for President shall be limited to an expenditure of $15,000. Candidates for Vice-President, Secretary-Treasurer, membership on the Executive Committee, or at-large membership on the Board of Directors or the Executive Committee shall be limited to an expenditure of $7,500. In the event a runoff election is necessary, candidates in said runoff shall be allowed $1,000 for the purpose of the runoff election. [Effective with the 1977-78 campaign year,] The Representative Assembly by majority vote may modify the above expenditure limitations, and any such modification shall become effective in the campaign year that begins following the adjournment of the Representative Assembly. Travel expenses, including transportation, hotel, and meal costs (exclusive of multiple meals for the purpose of entertaining), for the candidate or the candidate's surrogate for attendance at a specific meeting shall be excluded from the expenditure limit set forth in this rule. No portion of dues money collected at the local, regional, state, or national level shall be used to promote the candidacy of any individual for an NEA office.

No change in remaining paragraph

Sections F and G no change

H. Election. Elections shall be by printed ballot by the delegates to the Representative Assembly.

Subsections 1 and 2 no change

3. Runoff elections shall be held as necessary until there is an election for each position by a majority vote. Notice of runoff elections shall be given by the [President] chairperson of the Elections Committee from the [chair] platform during a regularly scheduled business meeting of the Representative Assembly. The [President] chairperson of the Elections Committee shall set, subject to approval by the Representative Assembly, the hours for all runoff elections. The [President] chairperson of the Elections Committee shall authorize a runoff election by mail ballot of the certified delegates, if it becomes necessary to assure elections by majority vote.

Subsections 4 and 5 no change

6. Ethnic-minority persons shall be [nominated by ethnic-minority delegates and] elected by majority vote of all delegates if necessary to achieve at least 20 percent ethnic-minority representation on the Board of Directors as provided for by Article V, Section 1(c) of the Constitution. The number of positions to be voted upon shall be equal to the number required to assure a minimum of 20 percent ethnic-minority representatives on the Board of Directors (excluding the ex officio members) without counting the number of ethnic-minority persons who may be elected at-large in the same year to achieve the required proportion of administrators and classroom teachers in higher education on the Board. Runoff elections for such positions will be held as necessary.

7. Ethnic-minority persons shall be [nominated by ethnic-minority delegates and] elected by majority vote of all delegates if necessary to achieve 20 percent ethnic-minority representation on the Executive Committee as provided for by Article VI, Section 1(b) of the Constitution. Runoff elections for such positions will be held as necessary.

Subsections 8 through 11 no change

Rule 13. Definition of Terms

The following terms from the Constitution and Bylaws, when used in the Standing Rules, shall have these definitions:

A. Open nomination procedure shall mean a procedure by which every eligible NEA member shall have the opportunity to nominate any NEA member who meets the qualifications for [office] the elective position; subject, however, to any limitations required in the NEA Constitution and Bylaws and also to any other reasonable restrictions uniformly imposed.

Sections B and C no change

D. Election by secret ballot for each individual [office] position shall mean that slate voting shall not be permitted.

Sections E and F no change

Submitted in accordance with Standing Rule 9.B.1.c. (by majority vote of the NEA Board of Directors)

FOR INFORMATION ONLY THE FOLLOWING AMENDMENT TO THE CONSTITUTION IS PRESENTED AT THIS TIME FOR YOUR INFORMATION. THE AMENDMENT WILL BE READ BY TITLE TO THE 1979 REPRESENTATIVE ASSEMBLY AND WILL BE ACTED ON BY THE 1980 REPRESENTATIVE ASSEMBLY IN LOS ANGELES. THE AMENDMENT WILL REQUIRE A TWO-THIRDS (2/3) VOTE FOR ADOPTION.

Title: TO MAKE NECESSARY CHANGES IN THE CONSTITUTION TO COMPLY WITH THE LABOR-MANAGEMENT REPORTING AND DISCLOSURE ACT OF 1959 (LANDRUM-GRIFFIN ACT) BY:

1. GRANTING TO CERTAIN NEA MEMBERS THE RIGHT TO SEEK AND HOLD NEA OFFICE AND OTHERWISE TO PARTICIPATE IN NEA GOVERNANCE;
2. MODIFYING CERTAIN ETHNIC-MINORITY GUARANTEES IN NEA GOVERNANCE;
3. CLARIFYING THE DISTINCTION BETWEEN NEA "OFFICERS" AND "NONOFFICERS"; AND
4. MAKING CERTAIN CHANGES IN THE PROCESS FOR ELECTING NEA OFFICERS.

Article II. Membership

Section 1. Classes of Membership.

Membership in the Association shall comprise [a] classes of Active and Educational Support members and such other classes as may be provided in the Bylaws.

Article III. Representative Assembly

Section 2. Allocation of Delegates.

a. Allocation of delegate credentials to state affiliates shall be based on the ratio of 1:1,000 Active and Educational Support Association members within the state. No state shall receive fewer than fifteen (15) delegate credentials. Other delegate credentials shall be allocated as provided in the Bylaws.

b. Allocation of delegate credentials to local affiliates shall be based on the ratio of 1:150 Active and Educational Support Association members or major fraction thereof. Local affiliates within a state may similarly join together to form membership units for the purpose of representation. Allocation of delegate credentials for such clustered local affiliates shall be based on the ratio of 1:150 Active and Educational Support Association members or major fraction thereof.

c. No change

d. The Bylaws shall define the term ethnic minority and [assure] shall seek to achieve ethnic-minority representation in the Representative Assembly.

Section 3. Election of Delegates.

a. No change

b. Election to executive office or to the Board of Directors or to the Executive Committee shall constitute election to the Representative Assembly[.] for all purposes except voting (i) in elections for Association officers, and (ii) on increases in Association membership dues, provided that election to the Board of Directors by NEA Active and Educational Support members within the state shall constitute election to the Representative Assembly for all purposes.

c. Election of delegates to the Representative Assembly shall be by secret ballot for each individual [office] position. The NEA members within each membership group entitled to delegate allocations as set forth in the Constitution and the Bylaws shall be eligible to vote.

Article IV. Executive Officers

Section 2. Qualifications for Executive Officers.

All candidates for the office of President, Vice-President, and Secretary-Treasurer shall have been Active or Educational Support members of the Association for at least [five (5)] two (2) years immediately preceding the election. Time spent by an Educational Support member in a membership category that now is encompassed in whole or in part by the Educational Support membership category shall be counted for purposes of the two-year requirement. All executive officers shall maintain Active or Educational Support membership in the Association.

Article V. Board of Directors

Section 1. Composition.

The Board shall consist of at least one (1) director from (a) each association affiliated with the Association as a state affiliate and (b) the Student NEA so long as it is affiliated with the Association. Each state unit shall be entitled to an additional director for each 20,000 Active and Educational Support members of the Association. The Student NEA shall be entitled to an additional director for each 20,000 Student members of the Association. The executive officers and other members of the Executive Committee shall be members of the Board of Directors ex officio.

a. At least one (1) director elected within each state shall be a nonsupervisor, and if a state is entitled to more than one (1) director, at least one (1) shall be a classroom teacher [and the] . The total number of additional directors representing the members in each state affiliate after the first shall be on the basis of proportional representation by educational position of NEA members.

b. In the event that the first three (3) directors from a state or the Student NEA do not include at least one (1) ethnic-minority person, the state affiliate or the Student NEA, as the case may be, shall take all legally permissible steps to elect a fourth director [shall be] who is from an ethnic-minority group.

c. Members from ethnic minorities shall comprise at least twenty (20) percent of the Board. The Representative Assembly shall elect additional directors as appropriate to insure such ethnic-minority representation. [Candidates for these positions shall be nominated by the ethnic-minority delegates at the Representative Assembly.]

Subsections d through f no change

Section 2. Terms of Office.

Subsections a and b no change

c. All candidates for NEA state director shall have been Active or Educational Support members of the Association for at least [five (5)] two (2) years immediately preceding the election. Time spent by an Educational Support member in a membership category that now is encompassed in whole or in part by the Educational Support membership category shall be counted for purposes of the two-year requirement.

d. No change

Article VI. Executive Committee

Section 1. Composition.

The Executive Committee shall consist of three (3) executive officers and six (6) members who shall be officers of the Association.

a. No change

b. Members from ethnic minorities shall comprise at least twenty (20) percent of the Executive Committee. The Representative Assembly shall elect additional Executive Committee members as appropriate to insure such ethnic-minority representation. [Candidates for these positions shall be nominated by the ethnic-minority delegates at the Representative Assembly.]

Section 2. Qualifications and Term of Office.

a. No change

b. All candidates shall have been Active or Educational Support members of the Association for at least [five (5)] two (2) years immediately preceding the election. Time spent by an Educational Support member in a membership category that now is encompassed in whole or in part by the Educational Support membership category shall be counted for purposes of the two-year requirement.

Article VIII. Affiliates and Special Interest Groups

Section 2. Ethnic-Minority Representation.

Affiliates of the Association shall take all reasonable and legally permissible steps to [assure that] achieve on their elective and appointive bodies [shall have] ethnic-minority representation that is at least proportionate to the ethnic-minority membership of the affiliate.

Article IX. Amendment of Constitution and Bylaws

Section 1. Proposal of Amendments.

Amendments to the Constitution or the Bylaws may be proposed to the Representative Assembly by one or more of the following methods:

a. By petition signed by at least one hundred (100) Active and/or Educational Support members from two (2) or more states and submitted to the Committee on Constitution, Bylaws, and Rules for presentation to the Representative Assembly;

Subsections b through e no change

NEA COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES

MR. ROBERT W. CHAFFEE,
Vermont, *Chairperson*

MS. GLORIA J. HARRISON,
Louisiana

MR. DAVID J. McMAHON,
Michigan

MR. GEORGE O. SOUTHWICK,
Massachusetts

MRS. DILLON L. STONE,
New Mexico

MR. JOSÉ SÁNCHEZ,
Texas
Liaison, NEA Committee
on Minority Affairs

Further information may be obtained from Mrs. Irma L. Kramer, Executive Assistant, NEA Executive Office, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

NEA Teachers Demand Better Education for Handicapped Children

NEA has long supported the idea of federal support for programs to help educate handicapped children. The Association lobbied for the Education for All Handicapped Children Act (PL 94-142), passed by Congress in 1975.

PL 94-142 provides for identifying the handicapped children in our society, gives these children a better chance to get free public education, and opens up the opportunity for regular students and handicapped students to get to know each other. The law also means new career opportunities for teachers, more potential parental support for the public schools, and another way for the schools to serve America.

As PL 94-142 got under way, however, some NEA members became concerned about making the law work as Congress intended it to work. The NEA Representative Assembly expressed these concerns last year in a resolution declaring that, among other things, effective schooling for the handicapped requires: maximum teacher involvement, a learning environment that helps the handicapped and the regular student, shared planning and implementation of programs, adequate in-service education of staff, class-size modifications, adequate funding, and full protection of teacher rights.

NEA committees and staff are continuing to look at the effects of PL 94-142 and are still finding problems—weak funding, administrative blocks, inappropriate student placement, dumping of handicapped students in already overcrowded classrooms—problems that show that the new law has far to go to meet fully the needs of America's handicapped children. This REPORTER feature looks at some of these problems in school districts around the nation.

NEA Committee on PL 94-142 Calls for More Teacher Involvement

WASHINGTON, D.C.—"Teachers want to know practical ways to teach handicapped students," says Georgia Gibson, NEA director from New Jersey and chairperson of NEA's Special Committee on PL 94-142.

"In my own school we have not had helpful in-service training," said Gibson. "The people who gave it have not known how to help teachers."

There are nine on the NEA committee, representing special education teachers, learning disabilities specialists, and regular classroom teachers, from both the elementary and secondary levels.

According to staff liaison Dick Cortright of NEA Instruction and Professional Development, the committee's goal is to explore the positions NEA should hold on various issues regarding implementation of the law. "The committee has looked at pragmatic concerns, such as the value of on-site visits by the Bureau of Education for the Handicapped, the need for proper classroom materials, funding problems, and better communication about the law to NEA members."

Gibson said, "One area we were asked to take a look at was financing. Right now the federal financial situation is at about 12 percent of the average cost for the handicapped programs. But we should be at 20 percent.

"The committee is a special committee set up for only one year. Our time so far has mainly been spent identifying problems. To do this we have been surveying classroom teachers to find out their feelings about the law."

A committee report will be presented to the NEA Representative Assembly in July.

"One of the biggest recommendations that we are going to push is that teachers be involved in planning and monitoring state and local plans. Just as NEA watchdogs the Bureau of Education for the Handicapped on a national level, we need to do the same at the local and state levels."

In addition to the monitoring committees, Gibson and Cortright predict the committee will produce several other recommendations. For clearer communication about the law's requirements, the group will recommend a regular column to appear in an NEA publication and the establishment of a 94-142 "hotline" to help teachers with specific classroom problems.

"Also," said Gibson, "the Bureau of Education for the Handicapped claims to have access to some exemplary in-service programs. But where are they? They are not being fed into the local districts. We can try to do something about in-service through our own IPD programs or at teacher centers."

Finally, the committee will suggest there be regular and special education teachers on every state advisory council for handicapped education. Said Gibson, "It is important to have classroom teachers on each state advisory panel in order to give practical responses to unreasonable demands upon teachers."

NEA's Special Committee on PL 94-142 will recommend that teachers become more involved on local PL 94-142 implementation committees to monitor state and local plans, says Georgia Gibson, chairperson of the committee. She is a special education teacher in Atco, New Jersey.

Helping the Handicapped

Michigan Teachers Pursue Change After Striking for Handicapped Children

LETS KEEP GOING
FAIR

Durand, Michigan, teachers walked picket lines for six days to demonstrate their concerns for better education and smaller class sizes for the handicapped.

"At this point, more elementary teachers face problems in integrating handicapped students into regular classes. By the time they're 15, or in the ninth grade, most educationally impaired youngsters have dropped out of school," said Tom Heinz (right). A member of the Durand Mainstreaming Committee, Heinz teaches fifth- through eighth-grade math and English to students who often act out their behavior problems in class. Listening is committee member Hazel Cox (left), second-grade teacher who helped transfer an inappropriately placed child with hearing and vision problems into a learning disabled classroom where the child could receive the attention she deserved.

"A [special ed] boy came in for my first-grade storytelling session. I didn't know he was supposed to stay for the music lesson afterwards, so I told him to return to his class. He slunk around in the hall—he didn't know what to do," said Durand teacher Ingrid Benke, explaining why better communication between special education and general classroom teachers is needed.

DURAND, MICHIGAN—Striking for the rights of the handicapped child, 152 teachers in this rural community, southwest of Flint, walked out of their classrooms for six days last September.

Members of the Durand Education Association believed they must have smaller classes to adequately teach handicapped children being placed in their classes. Now, over six months later, their fight, while far from over, is beginning to show results.

A Mainstreaming Committee, created as part of the strike settlement, recently recommended that the school board take four steps to improve education of the handicapped.

The board has agreed to create better communications between special education and general classroom teachers, and to implement, for the first time, half a day of in-service training dealing with handicapped children. Still under consideration—because they require greater funding—are the committee's recommendations to limit class size and to hire aides who could help general classroom teachers with special education students.

First-grade teacher Ingrid Benke chairs the Mainstreaming Committee. Also on the committee are two other teachers, two administrators, two parents of special education children, and a school board member.

"Most of the children placed in classes are emotionally or learning disabled," said Benke. "Teachers haven't received any training; they feel they're not qualified."

One teacher, she said, "had an autistic child placed in her room. He disrupted the class. He couldn't communicate. That teacher spent her time trying to find material on autistic children so she could deal with him. It took her four months to get the boy transferred so he could get the help he needs in a special ed classroom."

"A kindergarten teacher has to diaper one of her students," Benke said. "It takes her 15 minutes, and in the meantime, the playground aide is looking after her class. The school administration refuses to plan a program for next year, when this child enters the first grade."

Teachers surveyed by the Mainstreaming Committee (one third replied) said their biggest problem with special education children is time: finding the time to work out special lessons and to give them individual attention, while still teaching the rest of the class. Smaller classes, aides, and in-service training were seen as possible solutions and were reflected in the committee's recommendations.

Benke says the committee is presently writing communications guidelines for principals so that general teachers will meet with special ed teachers before a handicapped child is transferred.

In addition, committee members are planning a videotaped in-service program and also hope to persuade parents of special education students to help in the classroom.

Teachers will keep pushing for more aides and a more manageable classroom size. Presently the recommended class maximums—which are not mandatory upon the school board—range from 25 in kindergarten, from 25 to 30 in elementary grades, and up to 30 in secondary levels.

At the moment, a handicapped child in the Durand district isn't even counted as part of a general education teacher's class load if he or she is mainstreamed for only an hour or so a day. Neighboring Owosso district does count such children, though, and Durand teachers will undoubtedly keep this in mind when contract negotiations roll around next year.

With the support of the community behind them, teachers have shown their concern for special education children, now being placed into the classroom in greater numbers under state and federal law. "Next year we're getting the severely emotionally impaired," said Benke. "We want to be ready."

Asked if she thought last fall's strike was worth the effort, Benke thought a moment and replied, "Well, it sure brought attention to the issue!"

"The administrators are afraid they're going to be sued," said associate school psychologist Mary Lee. "They're worried more about the number of students we check out than the quality of the evaluations."

NEA Teachers in Georgia Speak Out on 94-142

"We had nothing to do with our local plan," said Susan Rohrs, a special education teacher in Fulton County, Georgia. "We haven't even seen it," added one of her co-workers. The teachers attended a meeting with a Bureau of Education for the Handicapped representative which was arranged by the Georgia Association of Educators.

ATLANTA, GA.—Members of the Georgia Association of Educators met with a representative of the Bureau of Education for the Handicapped (BEH) in February to describe their experience with PL 94-142's implementation.

BEH, the government office responsible for federal programs related to PL 94-142, is conducting biennial on-site reviews in each state to insure the proper implementation of state handicapped education plans. At the same time, NEA and its state affiliates are arranging special teacher meetings with the BEH representatives.

The Georgia meeting included testimony by teachers on excessive paperwork, long waits for student placement, and misunderstood legal guidelines of 94-142.

Susan Rohrs, a special education teacher from Fulton County, said that in her district it usually takes three months to over a year to refer and place a child.

The BEH agent commented that federal requirements do not put constraints on the time it takes to identify and place a student. "It's up to the state and local plans," he said.

"We don't have copies of the state or local plans," injected several teachers.

Susan Rohrs continued, "It takes 26 pages of paperwork to refer a student for appropriate placement." She said that many of the time-consuming referral forms have been reported lost by her local special education office.

"The law is good," stated Rohrs," But it has put many obstacles in my way from the time I say, 'Hey, this kid has a problem,' to the time he gets help."

BEH's representative warned the teachers that local administrators often use federal regulations as a scapegoat for the administrative problems placed on teachers.

Teachers said inadequate funding influences the content of student evaluations and IEP's. Rohrs reported a recalcitrant administrator saying to her at the beginning of the year, "Unless this kid's a basket case, do not refer him."

"Help us get released time for in-service programs," implored Mary Lee. "We've got all we can do during school hours and we have to do all our training after school."

The BEH investigator ended the meeting by saying, "Ask administrators to show you the written regulations when they ask you for what you think is unnecessary work. Could you commit yourselves to listing atrocities and sending them to us?"

They eagerly copied the address: Bureau of Education for the Handicapped, 400 Maryland Ave., S.W., Washington, DC 20202.

South Carolina Teachers Fight To Keep Residential High School for Blind Students

SPARTANBURG, S.C.—Teachers at the South Carolina School for the Deaf and Blind are fighting the phaseout of their residential program for blind high school students. Administrators blame PL 94-142 mainstreaming mandates as well as budgetary problems for the elimination. However, the local NEA affiliate is calling for an investigation by the state department of public instruction and by the Bureau of Education for the Handicapped in order to help the handicapped students.

"Those students will be hurt academically, socially, and emotionally," said teacher Carroll Painter.

Regular public schools are not prepared to offer special programs such as physical education for the blind or proper psychological services, according to the teachers.

"The law says least restrictive environment," Painter said. "But many blind children become more restricted in regular schools. Here [at this residential school] a blind child has friends. Often when our kids go home just for the weekend they sit around home with no one their own age to talk to."

"I can imagine what will happen to some of these students who have been provided with appropriate services here through eighth grade," said Pat McKinney. "They will be put in the back rows of regular high school classrooms. When the teacher hands out a map, she'll say to the blind student, 'This map is on paper, so don't worry about it,' or, 'This work is on the board. We'll go over it later.' The kids won't get a proper education."

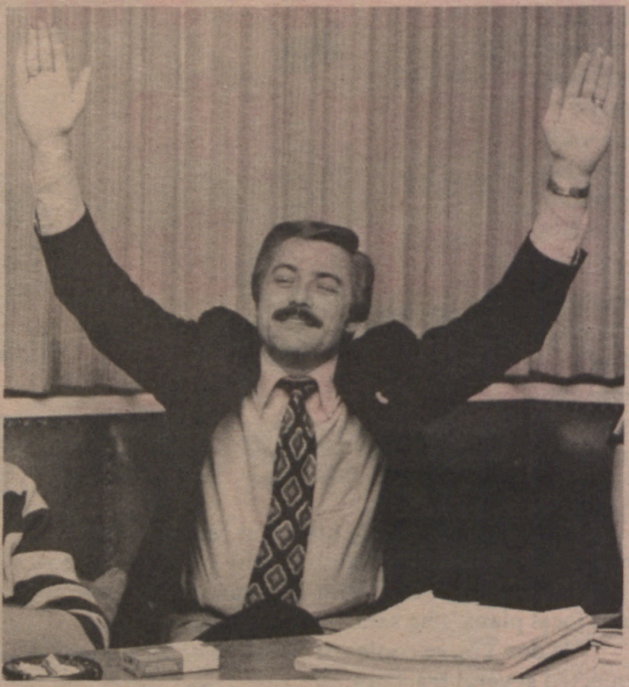
"I am for the least restrictive environment," said local education association president Kitty Tullis, "Blind children should go to regular public schools, whenever appropriate. But, right now, the South Carolina public schools are not prepared to deal with many blind students."

"We have many blind children with problems that wouldn't allow them to cope in a regular school system," said Kitty Tullis, president of the Cedar Spring Education Association. Her school, the South Carolina School for the Deaf and Blind, is planning to drop its residential high school program for blind students. "Some administrators are not educators," she said. "Teachers should be making these decisions."

Helping the Handicapped

California Teachers Press Compliance With 94-142

Genevieve Planeta is a school nurse in Moreno Valley. "I'm overwhelmed with new responsibilities. We have been stretched in so many directions at the same time. We're not getting help to do our jobs right."



"To our administration, cooperation means we surrender," said Dan Stubbs, UniServ director for the Riverside area. "The administration's objective is to make the district look good and prove the teachers and specialists here are a bunch of malcontents."

RIVERSIDE, CALIF.—Teachers and specialists of the Moreno Valley Unified School District here sent a letter to HEW Secretary Joseph Califano last September. They were concerned because their district seemed reluctant to implement and follow PL 94-142, the Education for All Handicapped Children Act.

Since last fall the teachers and specialists have met with parent groups, written more letters, and requested on-site investigations. The results, according to local teachers, have been administrative cover-ups and a bureaucratic blanket of paperwork.

Chuck Lorenson, a Moreno Valley school psychologist, said at a January discussion: "Administrators are saying the district can't afford to provide services for the handicapped, so don't put special services into your IEP's [Individual Educational Programs]. Proposition 13 is being used as their excuse, but the district is not short on funds."

Bob Costello, a parent, and director of the Moreno Valley Chapter of Advocacy for the Developmentally Disabled, said: "Proposition 13 doesn't change the mandated federal program. If there was only a dollar left in the budget, they'd have to use it to implement 94-142."

One teacher here reported seeing a school speech pathologist being intimidated with budget reminders by an administrator when they worked together on an IEP. "I saw him sit next to her and try to change her professional opinion. It was unethical

---

Teacher Aids Frustrated Parents of Special Education Child

SPOKANE COUNTY, WASH.—When Central Valley High School biology teacher Howard Waterman stepped into his classroom last December, he was prepared to teach an evening course introducing teachers to Public Law 94-142, the Education for All Handicapped Children Act.

He was not prepared to meet Stephen and Jean Drummond. Or to get involved in a Kafka-esque bureaucratic runaround that UniServ Director Leona Dater later called "a fantastic example of frustration lived."

Having served five years as one of the Central Valley Education Association's negotiators, Waterman wasn't surprised to come across an administrative muddle. He was surprised at its extent, however, and he was angry enough to contact the Washington Education Association and NEA, which in turn contacted state and federal education officials.

The Drummonds pulled their eight-year-old son Steve out of Ness Elementary School in early December following a series of incidents.

Diagnosed medically as a minimum brain dysfunction child and educationally as learning disabled, Steve was paddled and made to sit in the hall during lunch and recess as punishment.

The principal, a strict disciplinarian, told the Drummonds he believes in treating all children exactly the same. At the time, Steve was in a class for "behavior disordered/neurologically impaired."

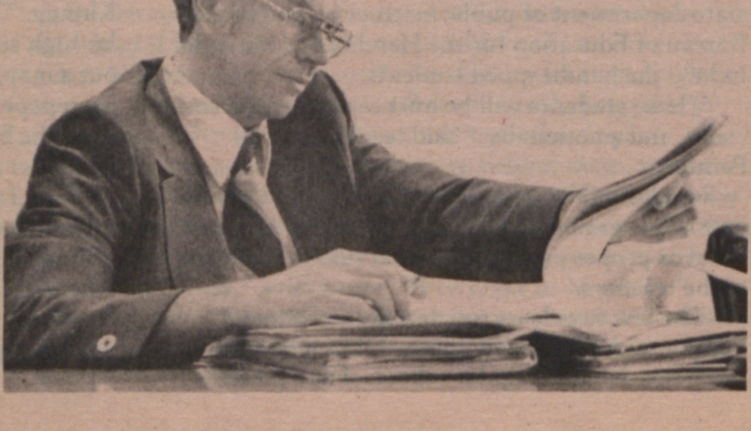
"The bottom line is that the child has a behavior problem," said teacher Waterman. "Yet when he demonstrates that he has a problem, he's treated less than kindly."

"It started when his special ed class began to have recess with the other children," said Jean Drummond. Once Steve hit another boy on the playground. Another time he showed a rock to his teacher, then accidentally hit an aide when he was told to take the rock outside and threw it instead. Admonished by a playground aide for not swinging straight—which his lack of physical coordination makes difficult—Steve cursed her when she pulled him off the swing. Steve threw a snowball at another boy—in self-defense after he was shoved, he told his parents. Each time, he was paddled and made to sit in the hall.

"He was living down to his expectation level," said his father. Agreed his mother, "Steve's behavior at home was affected. He would go berserk if he spilled his milk. He wasn't happy. He didn't want to get dressed for school in the morning."

"There really wasn't any choice but to pull him out of school," Stephen Drummond said. "He was too vulnerable."

The Drummonds refuse to return Steve to school under the same principal. One major difficulty is that Spokane Valley's



and immoral. There are many instances in the district of students without appropriate IEP's."

The teachers said many handicapped students are unserved because of inadequate numbers of specialists—counselors, nurses, school psychologists, and social workers who are required to identify and test these students.

School nurse Genevieve Planeta said that despite a shortage of nurses, in her school there is a rule that "a nurse must be present in a school office if the secretaries are out to lunch."

In addition, confidential files of handicapped students are often stored in open boxes at the back of classrooms. The school district refuses to provide a private office or private telephones for specialists, so there is no proper place to work with students and parents and still maintain confidentiality.

"Nurses are often unable to provide privacy for their patients," said psychologist Joseph Stephens, "One resource teacher has been assigned to use a vacated boys bathroom. Special education and resource teachers often work in the back corner of a crowded room."

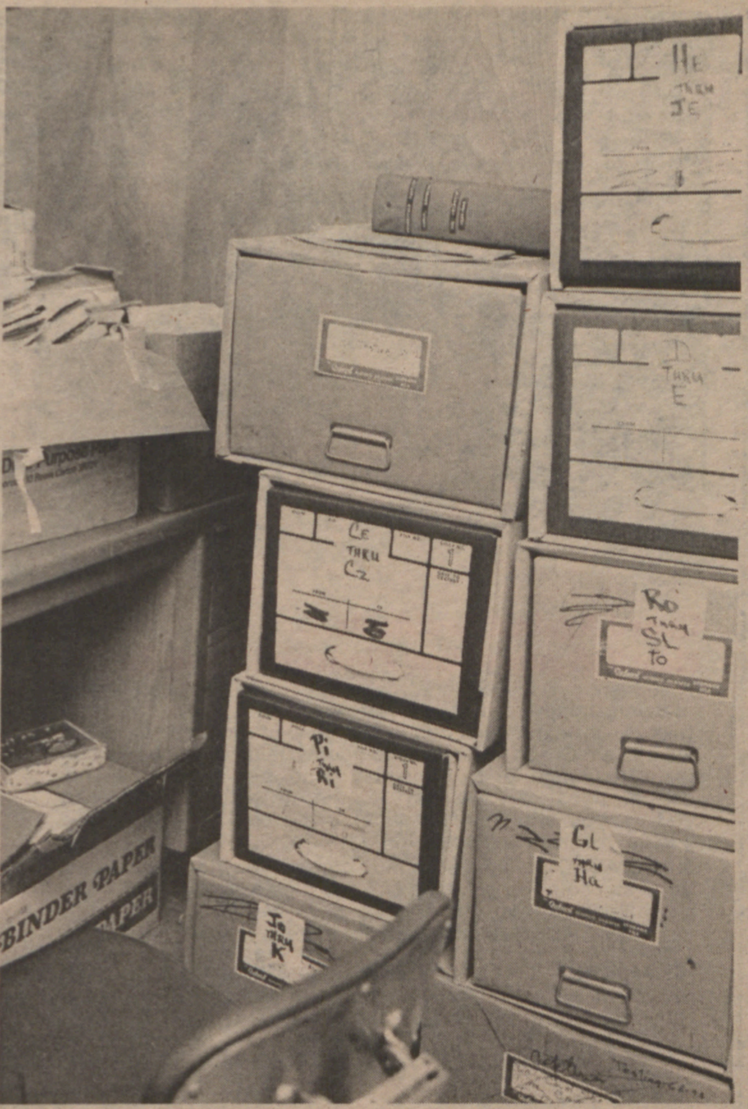
Chuck Lorenson said: "Because of paperwork, all of us spend 30 to 40 percent of our time performing clerical duties. The children are getting shorted. We don't have enough time to utilize our professional expertise."

As a result of the teachers' charges, the district is being required by the California State Department of Education to produce evidence of its special education practices.

Two days before Christmas recess, the administration directed specialists to fill out a log, due two days after vacation, describing all of their job activities since September. This was the first notice the teachers had received on keeping time records.

Completing the forms accurately was nearly impossible for the teachers, who were placed in a position of having to guess or to falsify government records.

"We've formed an alliance of parents, teachers, and specialists. Unfortunately, we are unable to reach every parent," said UniServ staffer Dan Stubbs, "but if every parent knew what some know, they would force this situation into improvement."



Confidential folders and IEP's are not kept in one central location in locked files. There was no policy as to who could see the information until the teachers and specialists began their compliance campaign. Locked files still generally do not exist in the Moreno Valley district.

Ray Berry, a Moreno Valley parent, said, "Proposition 13 is the administration's panacea answer to anything having to do with services."

---

special education co-op is run by the Central Valley superintendent, who has no authority over principals in the neighboring West Valley school district. Seeing Steve's teacher as caught in the middle, the Drummonds have not requested her help.

The Central Valley superintendent has warned the Drummonds that they are violating the school truancy law. At the same time, he has denied the Drummonds' request for a due process hearing to contest Steve's present placement—a right guaranteed by both state and federal law.

The Drummonds see their son's behavior as stemming from his learning problems and want to see him placed in a learning disabled classroom. Under Washington state law, however, Steve is performing too well in school—academically, that is. With the help of a private reading tutor, Steve has kept up with classmates, whereas a learning disabled child must be at least one year behind his peers during the first and second grades—a provision the Drummonds intend to challenge.

Lawyer-like, Stephen Drummond has compiled files about his son, contacting local and state school administrators, federal bureaucrats, his congressional representatives, groups representing the handicapped and the rights of children, and anyone else who might help. The Drummonds have also joined a local group, the Concerned Citizens of Eastern Washington for the Education of Handicapped Children.

"This frustration is not unique to the Drummonds," said teacher Waterman. "Teachers tell me, 'I may have this type of youngster—and no aide.' One child, medically diagnosed as brain-damaged, was crawling over tables, passing out. I went to the district's special education administrator, and I said, 'This teacher's going crackers.' Not until ten weeks later was the child removed."

Says Bill Bussard, president of the Central Valley Education Association, "We're very supportive of Howard Waterman and his efforts. A lot of doors have been closed for the Drummonds."

They still reman closed. Steve remains at home, where he plays with neighborhood children and is privately tutored.

Assisting lawyer-father Stephen Drummond (left) and teacher-mother Jean Drummond (middle) in a fight to place their eight-year-old son in an appropriate special education class in Spokane County, Washington, is high school teacher Howard Waterman (right). Waterman teaches an introductory college-level class on the federal law affecting the education of handicapped children. The Drummonds, fearing emotional harm to their son, withdrew the child from school after he was continuously paddled for acting out his behavior problems.

NEA Board of Directors Roll-Call Votes

At its February 1975 meeting, the NEA Board of Directors voted to require that the roll-call votes of the Board be published in the *NEA Reporter*.

Two such votes, taken by the Board at its February 16-17, 1979, meeting, appear here. (Because of copy deadlines for this issue of the *Reporter*, the two votes listed here are unofficial. Any official corrections will be reported in a later issue.)

Subjects of Roll-Call Votes:

#1—Adoption of a Travel Credit Allowance regarding overnights and companion travel. (62-YES, 56-NO, 2-ABSTAIN, 10-NOT VOTING)

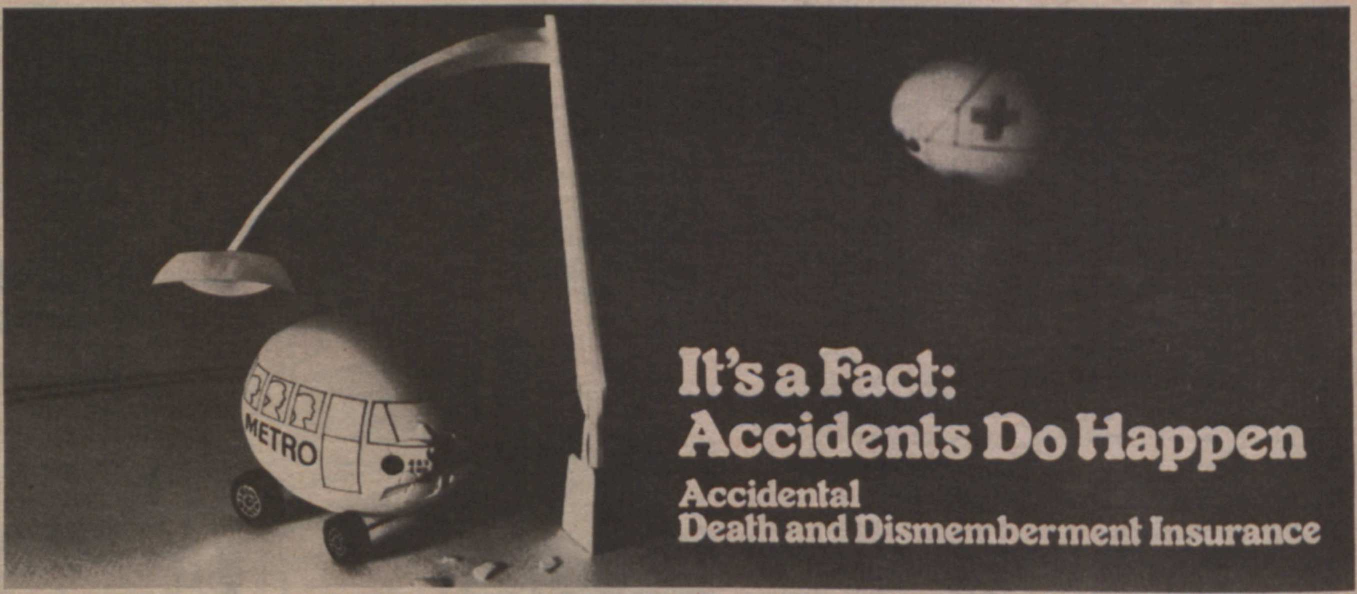
#2—Appropriation of $2,500 from contingency funds to support the Wayne L. Morse Chair of Law and Politics. (89-YES, 30-NO, 11-NOT VOTING)

KEY: "Y" voted in favor of the issue
"N" voted in opposition to the issue
"O" not voting (includes absentees and nonrespondents)
"A" abstained on the issue

NAME	STATE	Roll-Call Vote # 1	Roll-Call Vote # 2
Butler	Ala.	Y	O
Dotson	Ala.	Y	N
Potter	Alaska	Y	Y
Guy	Ariz.	O	O
Rochford	Ariz.	Y	N
Thompson	Ark.	N	Y
Edwards	Calif.	Y	Y
Estrellas	Calif.	N	Y
Foglia	Calif.	Y	Y
Hodgkins	Calif.	N	Y
Kuiper	Calif.	Y	Y
Logue	Calif.	O	Y
Shaw	Calif.	Y	Y
Tinson	Calif.	Y	Y
Vick	Calif.	N	Y
Bradshaw	Colo.	Y	Y
Lansford	Colo.	Y	Y
Bell	Conn.	Y	Y
Rossomando	Conn.	Y	Y
Gates	Dela.	N	Y
Coluzzi	D.C.	N	Y
Myrick	Fla.	Y	Y
Wilson	Fla.	Y	Y
Scott	Ga.	N	N
Wright	Ga.	Y	Y
Nakano	Hawaii	N	Y
Ducker	Idaho	Y	Y
Barrow	Ill.	Y	N
Betterman	Ill.	N	Y
Mack	Ill.	O	O
Rich	Ill.	O	O
Hock	Ind.	Y	Y
Vandersteen	Ind.	Y	Y
Halliburton	Iowa	Y	Y
Mitchell	Iowa	Y	Y
Peterson	Kans.	N	Y
Steele	Kans.	N	Y
Nall	Ky.	Y	N
Pessarelli	Ky.	N	N
Kelly	La.	Y	N
Norton	La.	N	Y
Sullivan	Maine	N	Y
Elliott	Md.	O	O
Jones	Md.	N	Y
Dunn	Mass.	N	Y
Gilmore	Mass.	N	Y
Johnson	Mass.	N	Y
Schutt	Mass.	N	Y
Christian	Mich.	N	Y
Duckworth	Mich.	N	N
Jackson	Mich.	N	N
Kosa	Mich.	N	Y
Safronoff	Mich.	N	N
Bauermeister	Minn.	N	N
Holman	Minn.	N	N
Newton	Minn.	Y	N
Woods	Miss.	Y	Y
Keeling	Mo.	N	N
Johnson	Mont.	Y	N
Kaldahl	Nebr.	N	N
Conrad	Nev.	Y	Y
Sargent	N.H.	Y	O
Blackburn	N.J.	Y	Y
Gibson	N.J.	Y	Y
Owens	N.J.	Y	Y
Parish	N.J.	Y	N
Ward	N.J.	Y	Y
Smith	N. Mex.	Y	Y
Pisa	N.Y.	Y	Y
Washington	N.Y.	Y	Y
Jones	N.C.	N	Y
Rader	N.C.	N	Y
Wilson	N.C.	N	Y
Larson	N.D.	N	N
Luddeke	Ohio	N	Y
Potts	Ohio	N	Y
Savage	Ohio	O	Y
Willcox	Ohio	N	Y
Dyer	Okla.	Y	Y
Fulton	Okla.	N	N
Lawrence	Ore.	N	Y
Wiper	Ore.	N	Y
Rollins	OV	Y	Y
Angle	Pa.	N	Y
Burse	Pa.	Y	Y
Farr	Pa.	N	Y
Freitag	Pa.	Y	Y
Wyland	Pa.	N	Y
del Valle	P.R.	Y	O
Mello	R.I.	N	Y
Allen	S.C.	N	N
Cooper	S.C.	N	Y
Horgen	S.D.	Y	N
Martin	Tenn.	Y	Y
Pike	Tenn.	N	Y
Utley	Tenn.	Y	N
Brock	Texas	Y	N
Foster	Texas	O	O
Harrell	Texas	N	N
Hilger	Texas	O	O
Hunt	Texas	Y	N
Reininger	Texas	O	N
Chatterton	Utah	N	N
Chaffee	Vt.	O	O
Coffey	Va.	Y	O
Nelson	Va.	N	Y
Blank	Va.	Y	Y
Armbrust	Wash.	N	Y
Peterson	Wash.	N	Y
Keeney	W. Va.	N	Y
Blank	Wisc.	N	Y
Niemeier	Wisc.	N	N
Stephenson	Wisc.	A	N
Fitch	Wyo.	Y	Y
Benson	At large	N	N
Futrell	At large	N	Y
Gillespie	At large	Y	Y
Sproul	At large	N	Y
Bateman	SNEA	Y	Y
Kroll	SNEA	Y	Y
Mann	SNEA	Y	Y
Bowser	Ex. Com.	Y	Y
Bruch	Ex. Com.	Y	Y
Fujimori	Ex. Com.	Y	Y
Lipscomb	Ex. Com.	Y	Y
Woodard	Ex. Com.	Y	Y
Wynn	Ex. Com.	A	Y
McGarigal	Ex. Com.	Y	Y
McGuire	Ex. Com.	Y	Y
Ryor	Ex. Com.	Y	Y

Statement Regarding Roll-Call Vote #1

Ellen Logue (Calif.) was absent for the vote but requested that her negative position be recorded.



It's a Fact:
Accidents Do Happen
Accidental
Death and Dismemberment Insurance

Guard Against Accidents...
Help Safeguard Your Financial Security.

A sudden, serious accident can change the life style of you and your family. That's why your Association, in cooperation with The Prudential Insurance Company of America, has made available a Group Policy of Accidental Death and Dismemberment Insurance for NEA members and their eligible dependents at a cost of $19 a year. You get the security of knowing you and your eligible dependents are covered, 24 hours a day, 365 days a year, anywhere in the world.

NEA's AD&D insurance cannot protect you from accidents, but it can help you guard against the high expenses and financial hardships that often follow.

AD&D Benefits are payable as follows:

If the AD&D Coverage is for:	Annual Contribution	Accident Occurring While a Passenger on a Public Conveyance	Any Other Accident
Member Only	$19	$130,000*	$30,000
Member and Eligible Spouse	19	100,000* 30,000	20,000 10,000
Member and Each Eligible Child	19	100,000* 30,000	20,000 10,000
Member, Eligible Spouse and Each Eligible Child	19	100,000* 15,000 15,000	20,000 5,000 5,000

*Benefits marked with asterisk will increase as described under "Unified Membership Has Its Benefits."

Who Is Eligible:
The program is available to all NEA members. Certain eligible dependents may be included for AD&D coverage only.

Optional Disability for $4 Per Year:
(For Members Only: Not Available to Dependents)
For an additional $4 per year, an optional disability benefit can provide you with $500 per month should you become totally disabled within 30 days after and as a result of an accidental injury. THESE BENEFITS ARE PAID TO YOU REGARDLESS OF ANY OTHER DISABILITY INCOME OR SICK LEAVE BENEFITS YOU MAY BE ENTITLED TO FROM OTHER SOURCES. The injury must occur while you are insured for this benefit and before you attain age 60. Benefits are payable while you remain totally disabled up to 10 years or until attainment of age 65, whichever occurs first. Benefit payments will begin after the 26th week of total disability.

To be considered "totally disabled," you must, as a result of your disability, be unable to engage in any and every occupation for which you are reasonably fitted by education, training or experience, and you must not be performing any gainful work. Proof of total disability must be furnished to Prudential as required.

Losses Covered by AD&D:
In any one accident, the full benefit amount determined from the table is payable for the loss of life; both hands; both feet; sight of both eyes; one hand and one foot; one hand and sight of one eye; or one foot and sight of one eye. One-half the benefit is payable for loss in any one accident of one foot; one hand; or the sight of one eye. Benefits are payable to you if living, otherwise to any beneficiary you name.

Exclusions (Fine Print):
Optional Disability Benefits are not paid until the twenty-sixth week of total disability. For persons under age 70, accidental death and dismemberment losses are not covered if sustained more than a year after a covered accident; if age 70 or over, more than 90 days. (These time limits are not applicable in Pennsylvania.) The program does not cover losses, or disability where applicable, resulting from: suicide; attempt at suicide; intentionally self-inflicted injury; bodily or mental infirmity or disease; infection; war or any act of war; active duty in the armed forces; riding in races or testing automotive vehicles on a track or speedway; riding in (including boarding or leaving) any land or water conveyance operated by a common carrier or any aircraft, if the covered individual is operating or assisting in the operation, is giving or receiving training, or has duties aboard such conveyance or aircraft or, if aircraft, is being used for test or experimental purposes.

Unified Membership Has Its Benefits.
Effective October 1, 197 , your Association and Prudential upgraded certain AD&D benefits, denoted by an asterisk in the table above. The benefit payable to a unified member for a loss resulting from an accident on a public conveyance will increase at the rate of $10,000 on each anniversary of the member's effective date of coverage after October 1, 1975, on which the member has been continuously insured for one year prior to such anniversary, provided the member remains continuously insured to each such anniversary, for five continuous years to a maximum additional benefit of $50,000. For example, after five years, a "member only" would be insured for $180,000 — $130,000 plus $50,000.

Additional Important Facts:
- No medical examination is required for enrollment.
- There is no age limit for enrollment in AD&D coverage. However, the Disability Benefit is limited to members less than age 60.
- NEA's AD&D program is underwritten by The Prudential Insurance Company of America, a company noted for financial responsibility and high quality service for over a century.
- Your contribution remains the same no matter how many eligible dependents you include.
- Benefits are paid in full no matter what other insurance coverage you have.

For more information and an Enrollment Form, please write to:
The Prudential Insurance Company of America—R-4-79
NEA Accidental Death & Dismemberment Program
P.O. Box 433
Fort Washington, PA 19034

Underwritten by
Prudential
The Prudential Insurance Company of America
Licensed in all states
Principal offices in Newark, New Jersey

UNIFIED SPECIAL SERVICES
NEA ...We're listening.

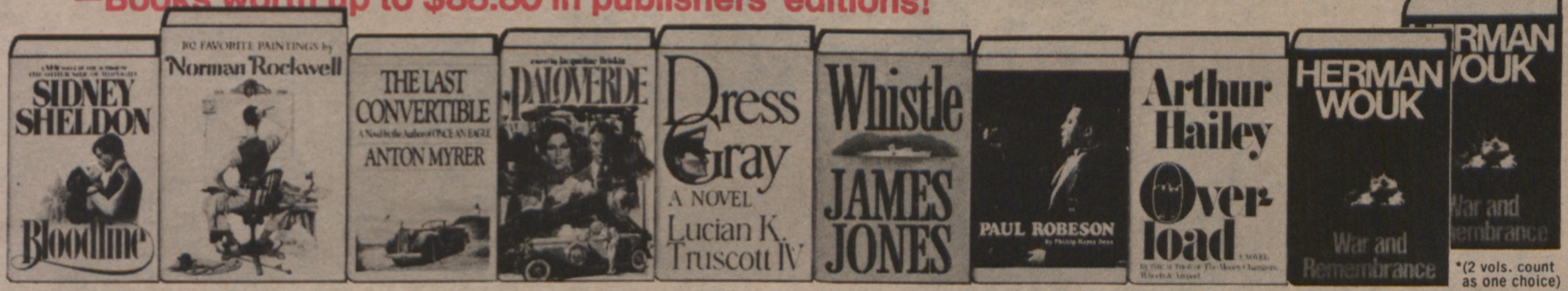
Policy Form ORD 70075 Serial U

UNIFIED MEMBERS ONLY

CHOOSE 5 FOR $1

when you join the NEA/Literary Guild

—Books worth up to $88.80 in publishers' editions!


SIDNEY SHELDON
Bloodline
102 FAVORITE PAINTINGS by Norman Rockwell
THE LAST CONVERTIBLE
ANTON MYRER
PALOVERDE
Dress Gray
A NOVEL
Lucian K. Truscott IV
Whistle
JAMES JONES
PAUL ROBESON
Arthur Hailey
Overload
HERMAN WOUK
War and Remembrance

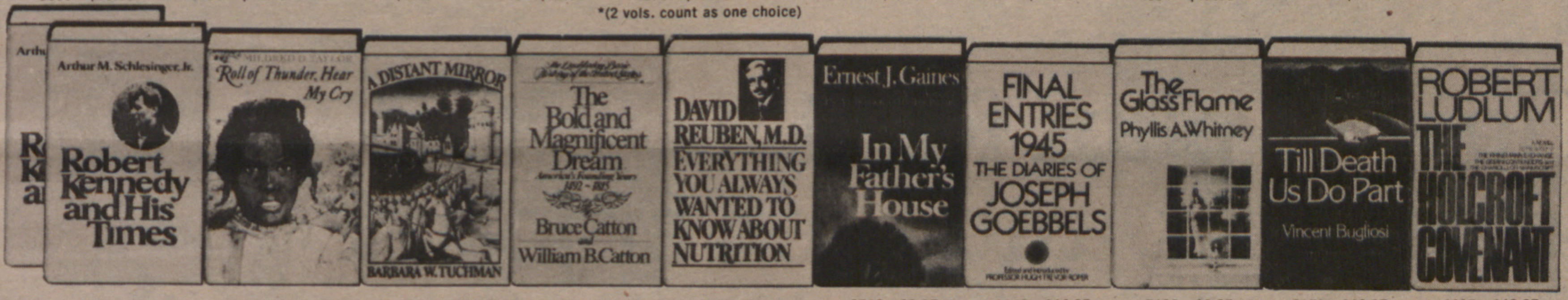
0323 $9.95 · 0570 $17.95 · 0802 $10.95 · 1529 $10.95 · 1545 $10.95 · 2451 $10.95 · 3483 · 3517 $10.95 · 3848 $15.00*

*(2 vols. count as one choice)

Fight Back
A Woman's Guide to Self-Defense
THE STAND
STEPHEN KING
Almost EVERYONE'S GUIDE TO ECONOMICS
John Kenneth Galbraith & Nicole Salinger
THE PEOPLE'S ALMANAC 2
THE FAR PAVILIONS
M.M. KAYE
THE PRAISE SINGER
Mary Renault
Theodore H. White
IN SEARCH OF HISTORY
A Personal Adventure
Doonesbury's GREATEST HITS
Second Generation
Howard Fast
KEN FOLLETT
EYE OF THE NEEDLE

3566 $10.95 · 3608 $12.95 · 4085 $8.95 · 4143 $19.95 · 4176 $12.95* · 4358 $8.95 · 4655 $12.95 · 4804 $12.95 · 4945 $10.95 · 5249 $8.95

*(2 vols. count as one choice)


Arthur M. Schlesinger, Jr.
Robert Kennedy and His Times
Roll of Thunder, Hear My Cry
A DISTANT MIRROR
BARBARA W. TUCHMAN
The Bold and Magnificent Dream
Bruce Catton
William B. Catton
DAVID REUBEN, M.D.
EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT NUTRITION
Ernest J. Gaines
In My Father's House
FINAL ENTRIES 1945
THE DIARIES OF JOSEPH GOEBBELS
The Glass Flame
Phyllis A. Whitney
Till Death Us Do Part
Vincent Bugliosi
ROBERT LUDLUM
THE HOLCROFT COVENANT

5348 $19.95* · 5439 $7.95 · 5504 $15.95 · 6239 $12.50 · 6296 $9.95 · 6528 $8.95 · 6643 $14.95 · 7138 $8.95 · 8151 $10.95 · 8607 $10.95

*(2 vols. count as one choice)

MORE CRITICALLY ACCLAIMED BOOKS TO CHOOSE FROM:

- 0869. **SCRUPLES** Judith Krantz ($10.00)
- 1107. **THE HUMAN FACTOR** Graham Greene ($9.95)
- 1354. **AFGHANS: TRADITIONAL AND MODERN** Bonita Bray ($9.95)
- 4150. **LOOKING TERRIFIC** Emily Cho and Linda Grover ($10.95)
- 4283. **ALL THINGS WISE AND WONDERFUL** James Herriot ($10.00)
- 4648. **BROTHER RAY** Ray Charles and David Ritz ($9.95)
- 5330. **HOW TO BE A FINANCIALLY SECURE WOMAN** Mary Schlayer with Marilyn Cooley ($9.95)
- 5710. **MOVIE STARS, REAL PEOPLE, AND ME** Joshua Logan ($10.00)
- 6619. **FINAL PAYMENTS** Mary Gordon ($8.95)
- 8250. **STAINED GLASS** William F. Buckley, Jr. ($8.95)
- 8508. **THE MOTHER BOOK** Liz Smith ($10.95)

UNIFIED MEMBERS— JOIN NOW TO ENJOY THESE BENEFITS

- **5 Books for $1** (plus shipping and handling) on joining—worth up to $88.80 in publishers' editions. This special offer is for UNIFIED Members of the Association only.
- **No Minimum Number of Books in a Year:** agree to buy just 4 more books at low club prices from hundreds offered—whenever *you* want them. You'll save up to 40% off publishers' edition prices on the latest best sellers—all delivered right to your door.
- **Exclusive NEA Discount Plan:** books you purchase, you will receive an NEA $5.00 Discount Certificate good toward any book in the Literary Guild magazine.
- **Free NEA/Literary Guild Tote Bag.**
- **No-Risk Guarantee:** If not delighted, return the 5 books within 10 days and owe nothing.

HOW NEA/LITERARY GUILD MEMBERSHIP WORKS

Upon acceptance of your application, you will begin to receive the Literary Guild magazine about every 4 weeks (14 times a year). Each issue describes a new Featured Selection plus a top variety of Alternates. The Guild offers its own complete, hardbound editions, sometimes altered in size to fit special presses and save members even more—up to 40% off publishers' edition prices (plus shipping and handling). If you wish to receive the Featured Selection, do nothing. It will be shipped automatically. If you prefer an Alternate or no book at all, fill out the convenient form always provided and return it within the time period specified—which allows at least 10 days to study the club magazine. If because of late delivery of your magazine you receive an unwanted book, you may return it at The Guild's expense. In addition, up to 4 times a year you may receive offers of special Selections, always at substantial savings off publishers' edition prices. You may resign your membership at any time after taking 4 more books at regular low club prices (plus shipping and handling), or you may remain a member for as long as you wish with no further obligation to buy additional books.

To enroll, simply complete and mail the adjacent coupon. You have 10 days to examine your introductory books without obligation. If you decide to keep them, pay just $1 plus shipping and handling. But if for any reason you are dissatisfied, simply return them to cancel your membership. Either way, the Tote Bag is yours to keep, with our compliments.

If You Are Already a Member of The Guild: You can convert to the NEA/Literary Guild book club plan by giving us your current club account number in the enrollment coupon. We cannot send you 5 books for $1 or the Tote Bag, but we will send you either the *Doubleday Dictionary* or the *Doubleday Roget's Thesaurus in Dictionary Form*—your choice Free! And you will then be entitled to earn NEA Discount Certificates.

NOTE: *All prices quoted are for publishers' editions. Number listed with each book is the code number.*

nea Literary Guild
SPECIAL SERVICES

Join now and get this big 12" x 13" heavy-duty navy blue vinylized rayon NEA/Literary Guild Tote Bag—*yours to keep even if you don't remain a member!*

UNIFIED SPECIAL SERVICES
NEA ...Working together

R-4-79

THE LITERARY GUILD, Dept. NEA, Garden City, N.Y. 11530

Please accept this application for membership in the NEA/Literary Guild Book Club. Send me the 5 books indicated by code number in the boxes below and bill me just $1 plus shipping and handling. I agree to the UNIFIED Plan as described in this ad and understand that I need buy only 4 more books at regular low club prices whenever I want them, after which I may resign or remain a member as long as I wish.

NO-RISK GUARANTEE: If I am not completely satisfied with my 5-book introductory package, I may return it within 10 days. Membership will be canceled—and I will owe nothing.

Signature________________________

(Offer not valid without signature)

Write 5 Book Code numbers here:

☐ ☐ ☐ ☐ ☐

Mr./Mrs./Miss/Ms. ________________________

Address ____________________ Apt. ______

City/State ____________________ Zip ______

Position/Level ________________________

To convert to the UNIFIED Program if you are already a Literary Guild member, give your present book club account number And choose your welcome gift:

08 ☐☐ ☐☐☐ ☐☐☐☐☐☐ ☐ *Doubleday Dictionary; or* ☐ *Doubleday Roget's Thesaurus*

OFFER GOOD IN U.S.A. ONLY

Teacher retirement.

How to plan for it, save for it, and then enjoy it.

Now Your Money Earns 8¼%* Interest In The UTP Tax-Deferred Annuity Program.

Right now is the best time to start planning for your retirement years . . . so that later on, when it's time to retire, you will have the financial freedom to relax and to pursue your retirement pleasures.

The UTP Tax-Deferred Annuity Program, developed in cooperation with your Association and underwritten by Horace Mann Life Insurance Company, is designed especially for teachers nationwide. By enrolling in this plan, you will be able to save money from your salary that will be exempt from current income taxes, as will the interest your money accumulates. Taxes are deferred until the money is withdrawn, usually at retirement, when income is generally subject to lower tax rates.

Some advantages of the UTP Tax-Deferred Annuity Program are:

- High guaranteed and excess interest rates
- No surrender or withdrawal charges
- High annuity factors
- Guaranteed lifetime income

How You Can Save With The UTP Tax-Deferred Annuity Program:
The chart below illustrates how much you can accumulate over the years through the UTP Tax-Deferred Annuity Program with monthly contributions of either $125 or $200. A minimum of $20 per month is required to enroll in the program.

	$125 PER MONTH — TAX DEFERRED		$200 PER MONTH — TAX DEFERRED	
POLICY YEAR	GUARANTEED INTEREST	INCLUDING EXCESS INTEREST*	GUARANTEED INTEREST	INCLUDING EXCESS INTEREST*
10	$17,599	$ 21,903	$ 28,407	$ 36,360
15	$29,546	$ 41,606	$ 47,575	$ 67,039
20	$44,081	$ 70,894	$ 70,896	$114,128
25	$61,764	$114,427	$ 99,270	$184,121
30	$83,279	$179,136	$133,790	$288,159

***Based on the current accumulation rate. Not guaranteed.**
Not presently available in Connecticut, Hawaii, New Jersey and New York.

For Example:
A 40 year old deposits $125 a month ($1,500 annually) for 25 years until retirement. That person will accumulate *$114,427* at the current rate.[1]

And, with the current annuity factors, this will provide a lifetime income of *$985* a month, at age 65[2].

---

[1] The current accumulation rate, including excess interest. Excess interest is not guaranteed.

[2] The current male 10-year certain and life guarantee.

This Is The Kind Of Retirement You've Earned!
It's simple to achieve . . . That's our policy.

UNIFIED SPECIAL SERVICES
NEA...Working together

For further information and a consumer guide, please complete and mail the coupon today.

The Horace Mann Insurance Companies•Marketing Services
1 Horace Mann Plaza•Springfield, Illinois 62715

☐ Please send me detailed information about the UTP Fixed Annuity Program.

☐ Please have a Horace Mann representative contact me.

NAME ________________ PHONE ________

ADDRESS ________________________

CITY ________ STATE ________ ZIP ________

SCHOOL DISTRICT ________________ PHONE ________

Insuring America's Teachers Horace Mann
Underwritten by
Horace Mann Life Insurance Company

R-4-79

Circulation
this issue:
1,781,695

May/June 1979
Vol. 18, No. 4

NEA REPORTER

Published
by the
National
Education
Association

Washington,
D.C.

WINNING
A DEPARTMENT OF EDUCATION

ROUND ONE

U.S. Senate passes bill for the new Cabinet post, 72 to 21.

ROUND TWO

The battleground is now the House of Representatives.

You must help.

SEE PAGE 3

Are Standardized Tests Coachable?

SAT
720
ETS
SAT
580

Page **4**

CONVENTION
NEA
Detroit
'79

Starting Page **7**

Getting Communities on the Teacher's Side

ATHLETES
RUN FOR MS
START

Page **14**

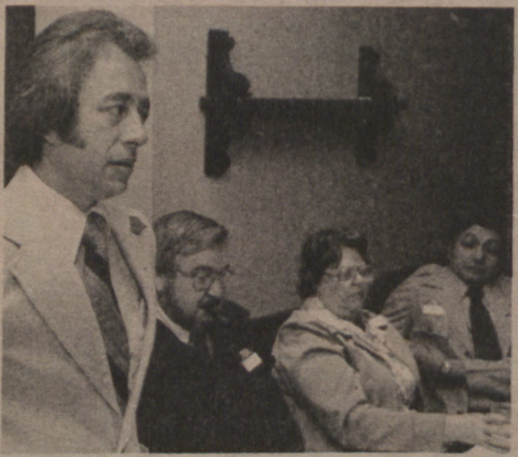
NEA Teachers Back D.C. Amendment

Page **17**

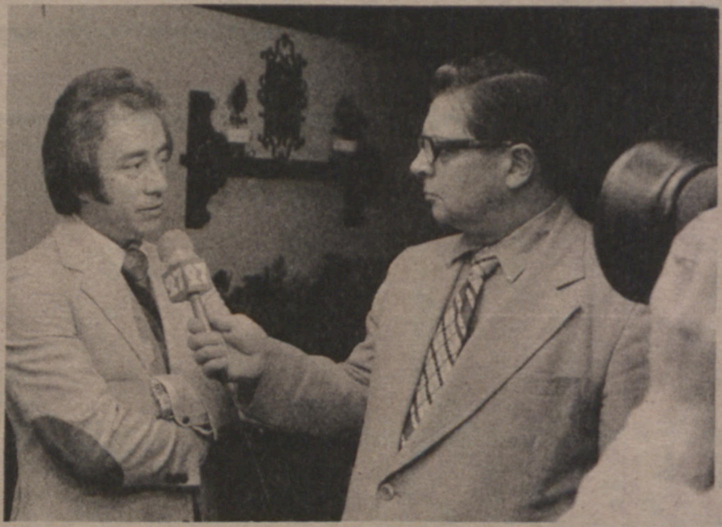
WINNING
A DEPARTMENT OF EDUCATION

NEA Teachers Keep the Pressure on Congress

Ohio Teachers Sponsor Dinner Session With Their Representative



Congressman Lyle Williams speaks to teachers in Youngstown, Ohio, about the Department of Education bill. He predicted, "If the bill reaches the House intact, it will pass easily."



A television news crew interviews Rep. Lyle Williams (R-Ohio) at a dinner sponsored by the Youngstown Education Association and its neighboring locals. Both the newsman and the teachers asked the congressman his views on issues such as the energy situation, industrial growth and economic development, and a separate Department of Education.

YOUNGSTOWN, OHIO—Forty teachers—representing education associations in Ohio's Mahoning Valley—attended a dinner here with Rep. Lyle Williams and discussed several current economic, political, and educational issues. Inevitably, the discussion hit the topic of separating education from the Department of Health, Education, and Welfare.

"HEW doesn't answer most of the education problems our country is faced with," Williams admitted. "We could answer some of these problems with a separate Department."

"The individuals in HEW are not at fault," said the congressman, "it's the structure they function in. Education gets bogged down under the H and W."

"I really believe there's no one in Washington who doesn't think there's merit in pulling Education out of HEW. The opponents just question how to do it. Not many people say, 'Keep Education where it's at. HEW is doing a good job.' "

Congressman Williams is a member of the House Government Operations Committee, which decides if the separate Department bill will be brought to the full House of Representatives for a vote.

Oklahoma Teachers Help Congressman Form Advisory Council

U.S. Representative Mike Synar of Muskogee, Oklahoma, talks to teachers. "We need the expertise of people in education," he said. "Once we establish the Department of Education and see its success and efficiency, we will be working toward the best education possible for people from the cradle to the grave."

MUSKOGEE, OKLAHOMA—Rep. Mike Synar, a cosponsor of the bill to establish a separate U.S. Department of Education, met in April with teachers from 17 counties in his district here to form an education advisory council.

According to Synar, he set up the council "to provide an information tool for local teacher associations and to help sell ideas on certain issues."

Muskogee County teacher activist Sandy Garrett suggested that pushing for the Department of Education be one of the first issues the council tackles.

Congressman Synar commented: "The best way to improve people's health and welfare is to improve their education. What we're trying to do here is make education more efficient. We need the support of more parents and business groups."

"Since my election last November," Rep. Synar said, "I have spent a lot of time talking with teachers . . . I am convinced that this bill will improve the education of young people."

"I support this bill because it is critical to our district and to Oklahoma," he added. "We have many economic problems—unemployment . . . low incomes . . . welfare. It won't do us any good to bring in industry if we have no skilled labor from good schools. That's where an effective Department of Education can help us."

Teacher Lobbyists from Every State Active in Washington, D.C.

WASHINGTON, D.C.—Some 500 NEA teacher-lobbyists from virtually every state in the union came here this spring as part of a massive effort to convince the U.S. Congress of the urgent need for a separate Department of Education.

NEA government relations staff accompanied teams of educators to visits with their senators and congresspersons—and especially to members of the House of Representatives and its Government Operations and Rules Committees.

The NEA lobbyists were members of district legislative contact teams, state and local association presidents, other officers, or association staff members.

They all carried one message: "We want Congress to break up the HEW bureaucracy so education gets its fair shake at the federal level."

NEA REPORTER

The REPORTER (USPS 375-640) is published eight times a year (September, October, November, December, January/February, March, April, May/June) by the National Education Association of the United States, 1201 16th St., N.W. Washington, DC 20036

REPORTER telephone: 202-833-5440

Member: Edpress

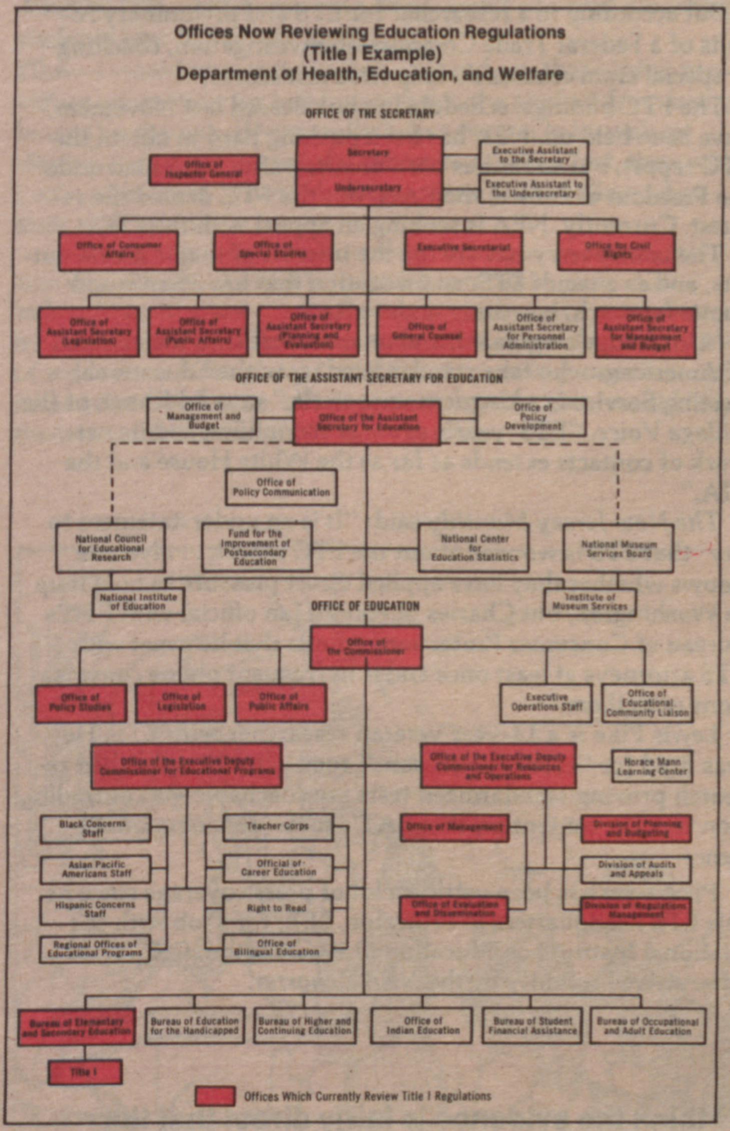
Readers' letters are encouraged; please address them to the editor.

John Ryor
President
Terry E. Herndon
Executive Director
Susan Lowell
Publisher
Marshall O. Donley, Jr.
Editor
Sal Streett
Barbara Lawless
Ben Kittner
Assistant Editors
Leslie A. Azia
Assistant to the Editor

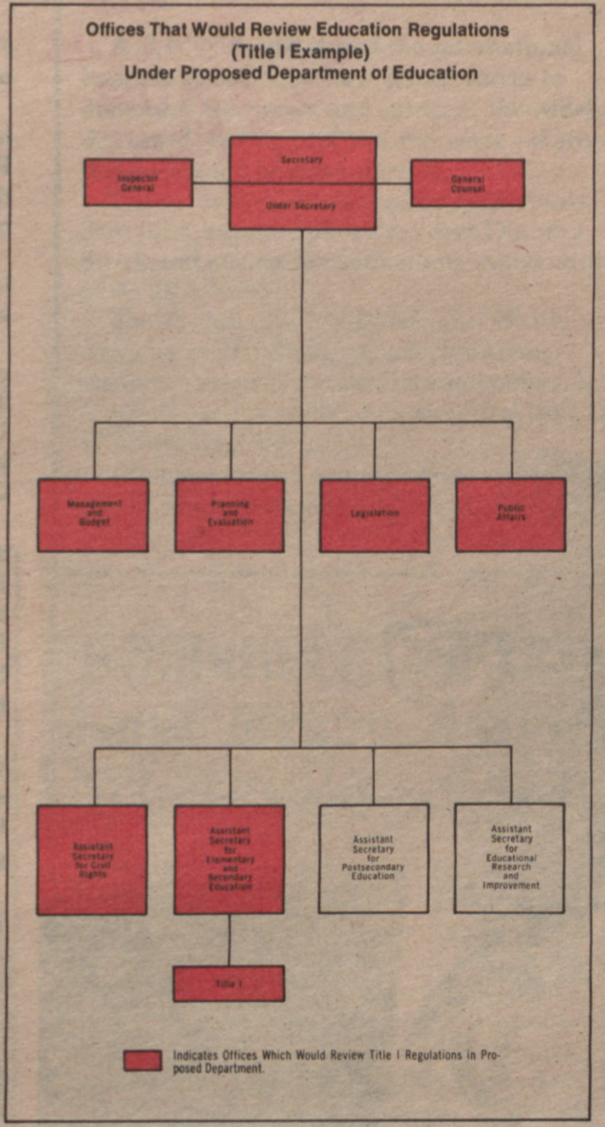
NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, DC, and at additional mailing offices.

Design by **William J. Kircher & Associates.** Photo credits: page 2 (top two) **Bill Abey,** (bottom) **Ken McMillen;** page 4 **Joe Di Dio;** page 6 **Fredricka Sherwood;** page 13 **Joe Di Dio;** page 14 (top) **Peter Demarest,** (middle) **Anchorage** [Alaska] **Times,** (bottom) **Cindy Cornelius;** page 15 **Kenn Pratt;** page 16 (top left) **CBS-TV,** (top right) **Joe Di Dio,** (bottom two) **Laurie Huse;** page 17 (top) **Richard C. Frederick,** (bottom) **Joe Di Dio.**

Why a Cabinet Post for Education?


Offices Now Reviewing Education Regulations
(Title I Example)
Department of Health, Education, and Welfare

OFFICE OF THE SECRETARY
Secretary
Undersecretary
Office of Inspector General
Executive Assistant to the Secretary
Executive Assistant to the Undersecretary
Office of Consumer Affairs
Office of Special Studies
Executive Secretariat
Office for Civil Rights
Office of Assistant Secretary (Legislation)
Office of Assistant Secretary (Public Affairs)
Office of Assistant Secretary (Planning and Evaluation)
Office of General Counsel
Office of Assistant Secretary for Personnel Administration
Office of Assistant Secretary for Management and Budget
OFFICE OF THE ASSISTANT SECRETARY FOR EDUCATION
Office of Management and Budget
Office of the Assistant Secretary for Education
Office of Policy Development
Office of Policy Communication
National Council for Educational Research
Fund for the Improvement of Postsecondary Education
National Center for Education Statistics
National Museum Services Board
National Institute of Education
Institute of Museum Services
OFFICE OF EDUCATION
Office of the Commissioner
Office of Policy Studies
Office of Legislation
Office of Public Affairs
Executive Operations Staff
Office of Educational Community Liaison
Office of the Executive Deputy Commissioner for Educational Programs
Office of the Executive Deputy Commissioner for Resources and Operations
Horace Mann Learning Center
Black Concerns Staff
Asian Pacific Americans Staff
Hispanic Concerns Staff
Regional Offices of Educational Programs
Teacher Corps
Official of Career Education
Right to Read
Office of Bilingual Education
Office of Management
Office of Evaluation and Dissemination
Division of Planning and Budgeting
Division of Audits and Appeals
Division of Regulations Management
Bureau of Elementary and Secondary Education
Bureau of Education for the Handicapped
Bureau of Higher and Continuing Education
Office of Indian Education
Bureau of Student Financial Assistance
Bureau of Occupational and Adult Education
Title I
Offices Which Currently Review Title I Regulations


Offices That Would Review Education Regulations
(Title I Example)
Under Proposed Department of Education

Secretary
Under Secretary
Inspector General
General Counsel
Management and Budget
Planning and Evaluation
Legislation
Public Affairs
Assistant Secretary for Civil Rights
Assistant Secretary for Elementary and Secondary Education
Assistant Secretary for Postsecondary Education
Assistant Secretary for Educational Research and Improvement
Title I
Indicates Offices Which Would Review Title I Regulations in Proposed Department.

A White House fact sheet gives these reasons why President Carter wants the new Cabinet post:

- "A separate Department of Education would bring education issues to the forefront of domestic policy-making." **This means more attention to your role as an educator in American society.**
- "Consolidating education programs in a separate Department would eliminate duplication [and] allow improved financial management and more efficient administration of education programs." **This means efficiency and saved dollars—potentially more than $100 million a year, the Administration estimates.**
- "With a separate Department of Education, one Cabinet member would report directly to the President and could be held accountable to the Congress and the American people." **This means federal education programs will be closer to what citizens want.**
- "Formation of the Department of Education is meant to provide simpler, more reliable and more responsive support to states [and] localities." **This means the federal education bureaucracy will be more responsive to the schools in your community.**
- "Formation of a Department of Education would allow better coordination of education programs with related federal activities." **This means better ties between your schools and other federal programs.**

How an Education Department Would Eliminate Red Tape

When James McIntyre, Jr., director of the Office of Management and Budget, testified on the House bill to create a Cabinet-level Department of Education, he showed representatives charts dramatizing how the new Department will improve federal efficiency. Two of the charts (above) show the present red tape for reviewing a Title I regulation and the simpler, more efficient clearance procedure under a new Department. Having a Department of Education would cut the time for processing regulations approximately in half, McIntyre testified.

You Can Influence Education History by Your Action Now

On April 30, the U.S. Senate voted 72 to 21 to approve a Cabinet post for Education.

On May 2, the 39-member House Government Operations Committee voted 20 to 19 to send the House version of the Cabinet bill on to the Rules Committee, which decides when and under what conditions the bill will go before the full House of Representatives.

Voting for the Cabinet post (the NEA position) were the chairman, Jack Brooks (D-Tex.), Dante B. Fascell (D-Fla.), Fernand J. St. Germain (D-R.I.), Don Fuqua (D-Fla.), Cardiss Collins (D-Ill.), John L. Burton (D-Calif.), Richardson Preyer (D-N.C.), Robert Drinan (D-Mass.), Glenn English (D-Okla.), Elliott H. Levitas (D-Ga.), David W. Evans (D-Ind.), Toby Moffett (D-Conn.), Andrew Maguire (D-N.J.), Les Aspin (D-Wisc.), Floyd J. Fithian (D-Ind.), Mike Synar (D-Okla.), Robert T. Matsui (D-Calif.), Eugene V. Atkinson (D-Pa.), Frank Horton (R-N.Y.), and Lyle Williams (R-Ohio).

Voting against the Cabinet post were L. H. Fountain (D-N.C.), William S. Moorhead (D-Pa.), Benjamin S. Rosenthal (D-N.Y.), John Conyers, Jr. (D-Mich.), Henry Waxman (D-Calif.), Peter H. Kostmayer (D-Pa.), Theodore S. Weiss (D-N.Y.), John N. Erlenborn (R-Ill.), John W. Wydler (R-N.Y.), Clarence J. Brown (R-Ohio), Paul N. McCloskey, Jr. (R-Calif.), Thomas N. Kindness (R-Ohio), Robert Walker (R-Pa.), Arlan Stangeland (R-Minn.), Caldwell Butler (R-Va.), Jim Jeffries (R-Kan.), Olympia Snowe (R-Me.), Wayne Grisham (R-Calif.), and Joel Deckard (R-Ind.).

NEA Government Relations suggests that NEA members who live in these districts contact the Representatives, thanking them for their yes votes and questioning their no votes.

All NEA members are also urged to contact their U.S. Representatives now. Ask them to support the bill for a separate Cabinet Department of Education when the bill comes before them on the floor of the House.

The address for all U.S. Representatives and a suggested message appear at right.

The Honorable (Full Name of
Representative)
The United States House of
Representatives
Washington, D. C. 20515

Dear_________________________:

The 96th Congress has the opportunity to reduce the HEW bureaucracy and improve the quality and efficiency of the federal government's role in public education. Like hundreds of thousands of my fellow teachers, I urge you to vote YES to establish a Department of Education.

Cordially,

(Your Name)

People in the News

Standardized Tests Are Coachable

says former Educational Testing Service researcher

Lewis Pike, former researcher for ETS

For years, the prestigious and powerful Educational Testing Service, the giant standardized test maker, has asserted that the 17 million tests it administers annually reflect knowledge accumulated over a lifetime, and consequently cannot be altered by coaching or cramming.

But according to a researcher for ETS and preliminary results of a Federal Trade Commission investigation, coaching or special cram courses do help raise test scores.

The FTC findings, scheduled to be released last November, have been held up. NEA has been pushing hard to obtain the FTC report, but so far has been unsuccessful. NEA filed under the Freedom of Information Act, but the FTC denied the request. Currently, NEA is seeking an appeal with the FTC.

The controversy has stirred the interest of major media outlets, and as a result ETS, an institution that has often stood above reproach, has come under attack.

"Untaxed, unregulated, and unaccountable to the millions of Americans who take standardized tests, the Educational Testing Service is a kingdom unto itself," says Ed Kiersh of the *Village Voice*. "ETS' yearly gross is $80 million and its network of contacts extends as far as the White House and the CIA."

The New Jersey Monthly said: "It is an understatement to say that ETS is worried about the FTC report. . . . No one knows whether they have applied direct pressure to hold it up in Washington, but Charles Shepherd [an official with FTC's Bureau of Consumer Protection] admits that he's met with ETS attorneys at least once and is in frequent phone conversations with them."

Lewis Pike is a 14-year veteran researcher with ETS. He was fired for "economic reasons" soon after he published research proving standardized tests are coachable—a contradiction to ETS' contention that SAT's measure innate intelligence.

Pike, who has been getting a lot of press coverage since he left ETS headquarters in Princeton, N.J., for a job with the National Institute of Education in Washington, D.C., was interviewed recently by the *NEA Reporter*.

"I think the evidence is fairly direct that the instruction we gave students toward helping them understand how to handle questions in various complicated formats is part of what helps them [raise their test scores]."

In the interview which follows, Pike discusses his research on coaching, his firing, ETS, and standardized testing.

REPORTER—Consumer advocate Ralph Nader, condemning the interlocking relationships among the ETS, college boards, and admissions people, says in a recent report, "ETS is the thickest net of corporate secrecy in America. If you are networked to these boards and admissions people you control the professions and occupations of millions of Americans. After studying GM, Dupont, and Citibank I would have to say they are child's play compared to ETS." Is this what ETS means when it refers to itself as "the world's gatekeeper?"

Pike—They certainly do have a gatekeeper function in the sense that admissions examinations are one of the major hurdles for getting into school. They're one of the main groups who make and administer and score these tests.

REPORTER—Attempts at congressional regulation of ETS have failed. Rep. Michael Harrington (D-Mass.) introduced a "Limits of Education Testing" bill to open the secrets of standardized testing to full public view. The bill got stalled in committee, and so did a New York State "Truth in Testing" bill. Do you believe that the Federal Trade Commission's report of its investigation of the SAT and the coaching schools, scheduled to be released last November, will ever see the light of day?

Pike—I think it will, simply because there's enough public awareness and enough public interest in the topic. But I'm not really familiar with how these things work, so contrary to my first notion, maybe it's possible to keep things like that buried forever . . . I simply don't know.

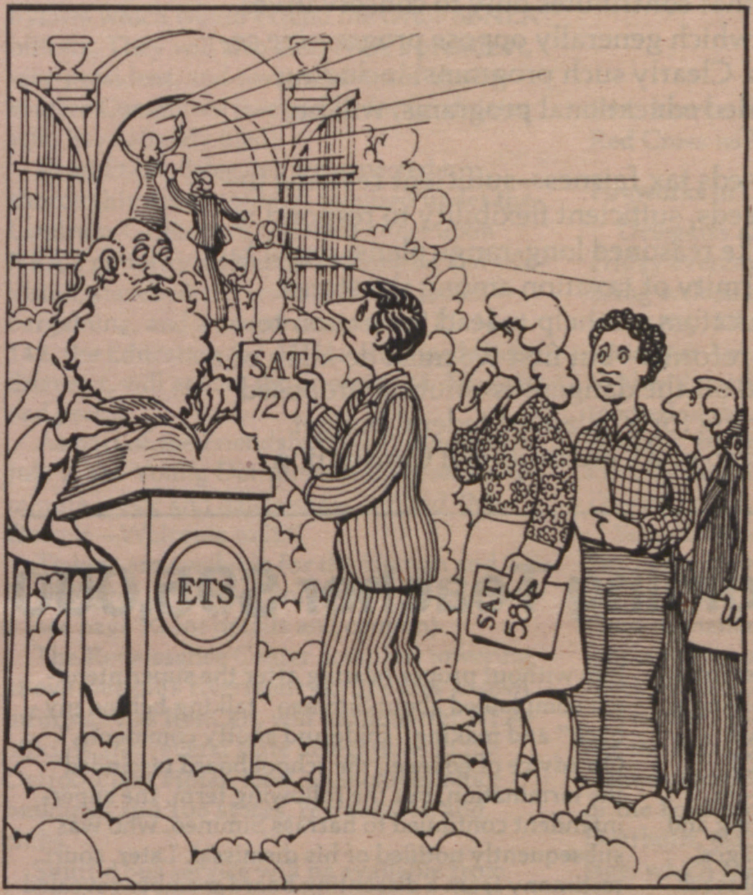
REPORTER—It seems that coaching schools are growing at a rapid rate in this country, despite ETS contentions that coaching doesn't work. Would you comment on the apparent inequities between students who can afford coaching schools and those who cannot?

Pike—There is an inequity I'm concerned about. That is—if the coaching schools are doing an effective job. I do believe that the test maker can reduce the inequity and that it *should* reduce the inequity. The test makers can do this by avoiding, where feasible, complex item formats; making sure for aptitude tests that the assumed knowledge they build into the tests are appropriate assumptions; encouraging test takers to do their best to prepare for tests.

REPORTER—With coaching, then, aren't you really teaching students how to beat the test?

Pike—I would phrase it another way and say that I think providing instruction for test taking helps the student from being beaten by the test. If you really help a person to be well reviewed and sophisticated about how to take the test, then what you've done is to help them demonstrate to the fullest what their real capacity is.

I am sure there are lots of students who out of a combination of math anxiety and test anxiety probably come close to bombing on a test . . . students who really have much better inherent math skills than they score on the test. A good review of math in an atmosphere that's not threatening, together with some good instruction on how you cope with tests, would help them test out closer to their true capacity.



REPORTER—At this very moment, decisions are being made by admissions people as to who is admitted into what college in September, based on ETS supplied data that NEA believes the FTC report can prove operates unjustly against many students. Would you comment?

Pike—ETS is simply providing the scores; the admissions people make the decisions. But the kinds of decisions that ETS makes in designing and developing the tests are important. I do believe that ETS should make efforts to reduce the size of the hurdle. That is one of the effects I hope will come as a result of the release of the FTC report.

ETS can reduce the size of the hurdle by using the minimum amount of complex-item formats by providing a maximum amount of information about how to take the test. They should also publicize and disseminate very widely the fact that the hurdle is there. They should be very direct by saying there is a test hurdle and that anyone taking the test should do his or her best to prepare for it.

REPORTER—More than 50 lawsuits have been brought against ETS or its "clients" during the past few years, and if the FTC case files are ever released, more class action suits will be filed. Plaintiffs who scored low on tests may point to ETS admonitions against coaching, and presumably can demand compensation for being hurt professionally. Would you agree with that presumption?

Pike—That's obviously a legal question that would have to be resolved in the courts. But I do feel that ETS is vulnerable to have to make some defense for why they have been making their statements on coaching. I'm not talking about whether a case will be won or lost, but certainly the question that taking ETS' advice has caused people not to get help that might have changed their score is a good and fair question to be raised.

NEA and Reading Association Plan In-Depth Study

ATLANTA—NEA and the International Reading Association have joined forces to determine the nature and extent of the widely discussed reading problem and what—if anything—should be done about it.

The study was announced by NEA President John Ryor and IRA President Dorothy Strickland during the 24th annual convention of the IRA here.

The 23-year old, 70,000-member IRA is composed of teachers, parents, librarians, reading specialists, researchers and others. It is devoted to the study of reading problems at all educational levels.

The two groups are establishing an Institute for the Study of Reading whose aim will be to develop a number of short-term, but intensive, investigations of significant issues related to reading.

The first such undertaking will be the organization of a Commission on Reading Trends in the United States, to determine and analyze existing reading developments and habits, evaluate the information and make known the results publicly, along with recommendations, if necessary.

A major effort will be devoted to determining how the current perceptions of the reading problem—by both critics and defenders of the nation's public education system—square with the facts developed in an unbiased, nonpartisan research effort.

Affiliates in Virginia, South Carolina, New Jersey, and Michigan Win Maehling Awards

About $7,000 will be awarded to four education association projects selected as winners of Hilda Maehling Fellowships in 1979. Presented each April, the NEA fellowships enable teachers in local affiliates to advance professional association work, improve teaching, or develop new teaching tools and techniques.

A series of television programs aimed at improving the image of teachers, the united teaching profession, and public education will be a winning project for a second year. During 1979-80, the television series "School Days, School Days" will be aired weekly from September through May at 7:30 p.m. on public television throughout southwest Virginia. The program, which is coordinated by Bob Johnson, UniServ director in Roanoke, Virginia, will inform the public about issues and problems in public education and provide visibility for Association efforts to improve the quality of education.

A project entitled "Community Education Coalition" has won in Greenville, South Carolina. Initiated by the Greenville County Education Association, this project seeks to bring together a coalition of concerned community organizations. The Greenville project, coordinated by Warren Mersereau, a middle school teacher, will examine the specific needs of schools and available resources, financial and human, that can be used to benefit school children in Greenville County.

Teachers and parents who have tried to solve the problems of school violence and vandalism can look to one Hilda Maehling Fellowship winner for some answers. Michael Burke of Jersey City, New Jersey, will seek to reduce school violence through workshops, training sessions and materials.

His project will train 45 persons to act as a core group of anti-violence and vandalism instructors. They in turn will train 1,500 parents and teachers to deal with aggressive behavior of students.

"Teacher Stress, From Diagnosis to Dissipation" is an award winning project designed by Sally Wakefield of the Sanron Education Association, Cass City, Michigan. Stress produced by such factors as student behavior, working conditions and administrative restraints will serve as the basis for a research study. From collected data the study will profile situations which teachers in the community see as stress-causing, describe how teachers respond to such situations and with what levels of intensity and anxiety. The research will include personal responses to surveys and physiological screening sessions at several points.

NEA Calls for Improved Education Opportunity for Migrant Youths

WASHINGTON, D.C.—NEA has urged Congress to appropriate increased federal support for children of migrant farm workers, in recent testimony before the House Education and Labor subcommittee during Title IV hearings on reauthorization of the Higher Education Act of 1965.

NEA cited three successful, exemplary programs which emphasize individual attention to migrant student needs, an intensive approach to tutoring and orientation, and adaptability to the mobile living patterns of the migrant worker. These programs which NEA has recommended be transferred from the Department of Labor to the Office of Education are the College Assistance Migrant Program, which helps the first-year college student financially; the High School Equivalency Program, which aids the migrant student in securing a General Education diploma; and the Portable Assisted Study Sequence, essentially a high school correspondence studies program.

Of the estimated 800,000 children of migrant workers in the nation, more than half, or 422,000, are of elementary and high school age. Further, on the average, their schooling lasts only five years, compared to the rest of the population, whose education averages ten years. Less than ten percent of migrant farm workers graduate from high school.

A Constitutional Convention: Prescription for Catastrophe

A Statement by NEA Executive Director Terry Herndon

A Constitutional Convention to mandate a balanced federal budget may be an attractive political platform, but it could also be a prescription for catastrophe.

Millions of Americans feel plundered by incessant inflation, and fearful politicians exploit their pain and anxiety. The politicians construct simple analogies between the federal budget and the family bank account. They blame government spending.

Many state legislators even scapegoat the federal government and make silly speeches which contend that a balanced federal budget is the panacea. So far, twenty-eight state legislatures have voted to call the "Con-Con." Others are considering the matter.

Article V of the U.S. Constitution provides for amendment in two ways: initiation by a two-thirds vote of the Congress or initiation by a "Con-Con" called by Congress at the request of two-thirds of the states. In either case the amendment produced must be ratified by three-fourths of the states.

The intent of a balanced budget amendment is clear. It is to limit the policy alternatives which are available to the elected Congress. Even when the overwhelming majority concluded that a sluggish economy needed the stimulus of a federal deficit, the Constitution would deny them the opportunity to take this step. Such an arrangement constitutes an egregious restraint on representative government.

The immediate effect of such an amendment is even more frightening. It would impose on the Congress an immediate demand that it slash federal programs or raise taxes substantially. Both options are unacceptable and the present political mood probably renders a tax hike impossible.

The question then becomes, "How do we reduce federal spending by more than 30 billion dollars per year and what will be the consequences of doing so?" The gravity of the answers is made obvious by the "Con-Con" advocates absolute refusal to answer the question. They will not even suggest alternatives.

Some guesses as to the nearly certain effect can be based on the fact that the National Taxpayers' Union (the prime supporter of the amendment) has an Action Fund that contributes only to conservatives and rightists which generally oppose progressive social programs. Clearly such programs, including federally funded educational programs, will be decimated.

America needs tax fairness, sufficient revenue to meet social needs, sufficient flexibility to respond to crisis and make reasoned long-range plans, and a far greater uniformity of taxation among the states. American educators can help to lead the nation toward needed reforms—but first we must do all in our power to head off the dangerous solution proposed by those pushing for a balanced federal budget through the trap of a Constitutional Convention.

Texas Teachers Endorse Collective Bargaining

HOUSTON—Texas State Teachers Association delegates meeting here this spring voted to endorse collective bargaining between teacher organizations and school boards. The vote was 884 to 549 in the 1,564-member TSTA House of Delegates.

The delegate action also directs the association to lobby the Texas state legislature on behalf of a teacher bargaining law.

American Education Week Set for November 1979

"Teach All the Children" is the theme of American Education Week, November 11-17, 1979, in conjunction with the United Nation's declaration of 1979 as the International Year of the Child. NEA, the national PTA, the U.S. Office of Education, and the American Legion cosponsor the week.

Local leaders can promote the AEW school and community campaign through the AEW packet of materials. The packet includes public information leaflets; speakers and writers sourcebook of topical concern to educators; an observance manual explaining how to budget for and mount a forceful publicity campaign; one-of-a-kind promotional items such as a wall poster promoting the "We Teach the Children" theme; and publicity aids such as sample news releases and reproduction sheet of the AEW symbol.

For price information about these materials and more, write to American Education Week, Academic Building, Saw Mill Road, West Haven, CT 06516; or phone (203) 934-2669.

Jury Awards Wyoming Teacher $95,000

CHEYENNE, WYO.—Wyoming's highest financial damage award in a civil rights suit involving a teacher has been affirmed by the Tenth Circuit Court of Appeals. The court upheld a $95,000 (nearly $120,000 after interest) jury award—in compensatory damages for emotional suffering and the loss of future earnings, in punitive damages, and in attorneys' fees—to elementary school teacher Millard Simineo.

In the suit, supported by the Wyoming Education Association and the NEA DuShane Fund under the United Legal Services Program, Simineo charged that, without due process and in retaliation for exercising his First Amendment rights, his school board denied him an automatic salary increase, attempted to terminate him midterm, and dismissed him in 1976.

Despite the teacher's excellent record, the superintendent canceled his salary increase and then fired him without proper hearing after the superintendent complained about Simineo "talking behind my back" and making "snide and snotty comments." On advice of counsel, the school board rescinded the termination, but the following term, the superintendent continued to harrass Simineo, who was subsequently notified of his dismissal. Later, court testimony from a dissenting board member revealed the superintendent had swayed the board to fire Simineo before the hearing was held.

According to the appeals court decision, "there was substantial evidence from which the jury could infer that the superintendent's recommendations were not based on good cause, but were in fact mere pretexts for various actions protected by the First Amendment." The superintendent, school board, and board members in their official capacities were all found liable.

Mississippi Teachers March on Capitol

SS
SOC ON
EDU ORS

Four hundred members of the Mississippi Association of Educators marched on the state capitol March 14 in Jackson. This was the first march Mississippi teachers have made as part of the MAE. The members packed the capitol to let legislators know their dissatisfaction with current teacher salaries and insurance benefits. Leading the teachers were (from left) MAE President Helen Moore, President-elect Donald Dick, and Secretary-Treasurer Jerry Brumfield (right).

CONVENTION
NEA
Detroit
'79

DETROIT, MICH.—For the seventh time since 1874, teachers will meet in Motown to set policy for the National Education Association. NEA also convened here in 1901, 1937, 1952, 1963, and 1971.

Nearly 9,000 teachers, professors, and other educators will meet here June 30 to July 5 for the 58th Representative Assembly.

Delegates will be asked to vote on proposed bylaws which would extend the terms of NEA officers. They will also elect NEA's president, vice-president, and two members of the Executive Committee (see page 8 for candidates who have already filed).

In addition, delegates are expected to thoroughly debate bylaws required under the Landrum-Griffin Act and their effect upon NEA's minority guarantees. Children and television, standardized testing, public sector bargaining, and a progress report on PL 94-142, the Education for All Handicapped Children Act, will attract the attention of delegates and press.

As part of the Friendship Night celebration July 2, the Young Detroiters will present a 30-minute music and dance show entitled "My Detroit—Welcome to it."

Tickets are available for the Human and Civil Rights Awards Dinner on Tuesday, July 3 (see page 13 for details and coupon).

The Renaissance Center complex, towering above Detroit's riverfront skyline and known informally as RenCen, will headquarter NEA officials and several state delegations in the Detroit Plaza Hotel. RenCen includes office buildings and 105 stores, restaurants, and clubs.

Shuttle bus service will be available from hotels to Cobo Hall convention center. Delegates who wish to camp outside Detroit will also be bused; camping reservations must be received by the trailer parks by June 5.

Child care for preschool children will be available at a charge.

Delegates who need assistance due to their physical limitations should contact their state's convention coordinator immediately to make arrangements, such as special seating on the convention floor.

Not only can teacher-delegates give Detroit their heart—they can give their blood. The Red Cross will be collecting at Cobo Hall.

Fireworks in Detroit

Delegates and their families who arrive Friday evening, June 29, may think they are being welcomed with a bang. Detroit and its sister city, Windsor, Canada, are celebrating their 21st Annual International Freedom Festival with tons of fireworks shot off barges moored in the Detroit River. The festival runs six days, encompassing both Canada's Dominion Day on July 1 and America's Independence Day on July 4.

Simultaneously, an International Ethnic Festival will attract crowds with a Greek festival, as well as with dance and theatrical groups from Rumania, Ireland, and Brazil. Parades, free concerts, and the Spirit of Detroit boat races will also entertain onlookers.

Teachers and their families may enjoy touring the Bob-Lo Island Amusement Park in Canada (steamers depart west of Cobo Hall) or the Ford Motor Assembly Plant. In nearby Dearborn, teachers may visit Greenfield Village, which features 100 historical buildings in a recreated 18th century village, depicting the lives of Abraham Lincoln, Thomas Edison, and the Wright Brothers. Nearby is the Henry Ford Museum, which contains 200 antique automobiles, locomotives, and airplanes.

North to Northwest (Canada)

Delegates and their families might like to combine pleasure with business by taking a nine-day tour of the Canadian Rockies either before or after the convention. NEA Travel Service has details toll free at 800-424-1050.

Day-by-Day Schedule

SATURDAY, JUNE 30

12 noon-7 p.m.	Delegate, Successor Delegate, Non-Delegate Registration
12 noon-7 p.m.	Exhibits
12 noon	Campaigning Begins

SUNDAY, JULY 1

7-10 a.m.	State Delegation Meetings
8 a.m.-7 p.m.	Delegate, Successor Delegate, Non-Delegate Registration
9 a.m.-7 p.m.	Exhibits (Meet the Candidates 5-7 p.m.)
1-4 p.m.	Open Hearing on Constitution, Bylaws, and Rules
10:30 a.m.	Orientation for New Delegates
1-3 p.m.	Open Hearing on Budget
3-5 p.m.	Open Hearing on Resolutions
ALL DAY	Campaigning

MONDAY, JULY 2

7-9 a.m.	State Delegation Meetings
9 a.m.-5 p.m.	Non-Delegate Registration
9-11 a.m.	Exhibits
11 a.m.-5 p.m.	Representative Assembly
7 p.m.-1 a.m.	Friendship Night Gala
ALL DAY	Campaigning

TUESDAY, JULY 3

7-9 a.m.	State Delegation Meetings
7 a.m.-12 noon	Voting for Officers
9 a.m.-5 p.m.	Non-Delegate Registration
10 a.m.-5 p.m.	Representative Assembly
7-11 p.m.	Human Rights Award Dinner

WEDNESDAY, JULY 4

7-9 a.m.	State Delegation Meetings
7 a.m.-12 noon	Voting on Amendments (and Run-off Elections if necessary)
9 a.m.-5 p.m.	Non-Delegate Registration
10 a.m.-8 p.m.	Representative Assembly

THURSDAY, JULY 5

7-9 a.m.	State Delegation Meetings
9 a.m.-12 noon	Non-Delegate Registration
10 a.m.-6 p.m.	Representative Assembly

NEA Women and Minorities Plan Preconvention Conferences

Both the NEA Women's Caucus and the NEA Minority Affairs Committee plan to meet June 29-30 in Detroit.

The Women's Caucus will meet at the Downtown Howard Johnson's Motel near Cobo Hall for an intensive training session led by Shirley McCune, an expert on sex equity.

The first 200 women (men are also welcome) to register will be trained to deal with federal race and sex equity laws, including Title VI, Title VII, Title IX, and the Equal Pay Act.

"People's consciousness has been raised, but no one's showed them what to do—and the difference is killing them. This workshop helps you solve problems," said Terry Bergeson, who chairs NEA's Women's Caucus.

More than 700 minority teachers will meet at Detroit's Radisson Cadillac Hotel to discuss increasing their involvement within NEA and helping to influence educational policy. They will also discuss the implications of NEA's compliance with the Landrum-Griffin Act.

For further information on either conference, contact Lynette Johnson, NEA Teacher Rights, 202-833-4267.

Jean Childs Young, who chairs the National Commission on the International Year of the Child, will address the NEA Representative Assembly on July 3. NEA is backing UNICEF's designation of 1979 as the Year of the Child. Young has been a classroom teacher, a supervising teacher for the Teacher Corps, an area resource teacher, and coordinator of elementary and preschool programs with the Atlanta public schools. She is married to Andrew Young, U.S. Ambassador to the United Nations.

CONVENTION
NEA
Detroit
'79

Eight File for NEA Offices

Delegates to the 1979 NEA Representative Assembly in Detroit will elect a president, vice-president, and two members of the Executive Committee. The president and vice-president will serve two-year terms beginning September 1, 1979. The two Executive Committee members will serve three-year terms beginning September 1, 1979.

Candidates for office shall have been active, paraprofessional, educational secretary, or, in some cases, associate members of the NEA for at least two years immediately preceding the election. In accordance with Standing Rule 10, nominations will be made at the first meeting of the Representative Assembly on Monday, July 2. Each candidate for office must have filed a certificate of eligibility with the Executive Director no later than the time of nomination.

Pursuant to the requirements of Article V, Section 1(c), (d), and (e) of the Constitution, elections may be held for at-large representatives of ethnic minorities, administrators, or classroom teachers in higher education on the Board of Directors.

NEA Standing Rule 10.D., Advance Publicity, contains the following provision:

> Candidates for executive office or membership on the Executive Committee may file their intention in writing with the Executive Director of the NEA, along with a picture and candidate statement. The Executive Director of the NEA shall publish in [the NEA Reporter] the picture and candidate statement of each candidate who has filed and presented such statement by April 1. The eligibility of such candidates shall be verified prior to publication.

The persons whose pictures and statements are presented here have filed for office by April 1, 1979. Other candidates may file at any time. Candidates for each office are presented in the order in which they filed for office.

President:

Willard H. McGuire
Minnesota

Willard H. McGuire is widely recognized as a strong and articulate teacher-leader who is knowledgeable about the problems of education and the united profession.

McGuire, a Minnesota public school teacher with 24 years' service, has been NEA vice-president for five years. As chairperson of the Committee on Program and Budget, he has gained a keen awareness of NEA's financial needs and a thorough understanding of the NEA program.

McGuire has represented NEA on Capitol Hill, has effectively advocated NEA policies in national media, has worked extensively with state and local affiliates, and has served as a general NEA troubleshooter. He is well qualified to serve as NEA president.

Vice-President:

Bernie Freitag
Pennsylvania

Bernie Freitag, a high school teacher and foreign language coordinator for 21 years, has successfully handled executive officer leadership responsibilities. Bernie, a member of the NEA Board of Directors, has chaired the R.A.'s Resolutions and Constitution, Bylaws, and Rules Committees.

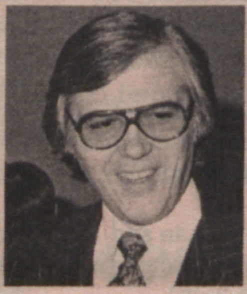
Bernie says, "Every program we fund, elected or appointed role we fill, staff position we create can only be justified to the extent it aids our local presidents in delivery of leadership and services to our members, who are our reason for being."

Bernie is dedicated to a future of united strength, unwavering teacher advocacy, and organizational and professional excellence.

Jim Blank
Wisconsin

Jim Blank, member of the NEA Board of Directors for the past five years, is completing his sixteenth year as an elementary teacher in Manitowoc, Wisconsin. He has served on the NEA Budget Committee for four years, as Chairperson of the Committee on Educational Finance, and as a member of the NEA Legislative and Finance Committee.

Jim is a qualified and energetic association leader with wide-ranging experience at the state and local levels. "He believes we must elect thoughtleaders which respond to the mood of the public, but aren't led by it." Jim intends to make NEA visible and viable not only to leaders but teachers in every classroom across this nation.


Pete V. Treibley
Maryland

I believe education must be established high among our national priorities. NEA must marshall the strength of the articulate leaders in our local and state associations to meet this challenge.

As a social studies teacher and human rights specialist on leave to serve as the full-time president first of a large local association and then of an active state association, I have developed a sensitivity about our organizational power and how to use it effectively.

I feel the NEA needs someone at the top level who remains actively involved where the action is. As Vice-President I will insist on close coordination with our affiliates as we implement the policies of our Representative Assembly.

Executive Committee:

(Two to be elected to three-year terms)

Judith M. Owens
New Jersey

I am a classroom teacher in Asbury Park High School and immediate past-president of New Jersey's 100,000 NEA-affiliated members.

My service on NEA's first Presidential Screening Committee and membership on NEA's Board of Directors have impressed me with the broad scope of our members' and students' needs—improving instruction, achieving NEA's goal of one-third federal funding of education, enacting a national collective bargaining law, improving economic benefits, and developing maximum political clout.

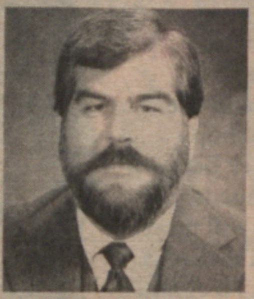
I want to use my national-level experience to keep NEA concentrating on issues that make a difference for teachers and students. I need your support to keep us on that target.

Marty (Martrene) Woodard
Minnesota

In 1976, I asked you to elect me—a classroom teacher—to the Executive Committee. I promised to listen to your concerns and work to lead the NEA toward solutions for teachers and teaching.

In addressing varied teacher needs, I have listened and worked for you on: expanded liability insurance coverage; lobbying for our legislative program; insuring that the budget reflects our commitment to collective bargaining, public relations, professional standards; Teacher Benefits, Human Relations, and Legislative Committees.

I hope you agree that my work and leadership warrants your continued support and vote for reelection to the NEA Executive Committee.


George Mello
Rhode Island

George Mello, classroom teacher, local president, negotiator, lobbyist, political activist, NEA Director, and International Relations Chairperson, has made his leadership felt at all levels of the UTP.

George Mello wants to serve on the NEA Executive Committee because he knows that an organization which does not move forward will slowly die. His leadership demonstrates his belief in the dignity and worth of our profession.

George Mello can lead us as we face our immediate challenges: passage of ERA, strong minority participation in the wake of Landrum-Griffin, and more effective political action.

George Mello stands for leadership and advocacy. Please support him so he can continue to serve.

Mary J. Gilmore
Massachusetts

Mary J. Gilmore is a classroom teacher, a former president of the Massachusetts Teachers Association, and is presently NEA Director from Massachusetts. She has served on the Executive Board of NCSEA and has been an active member of several NEA committees. As a teacher advocate she will bring to the NEA a broad background of association activities which will enable her to address problems and seek solutions acceptable to all.

She says: "National legislation should be enacted for the re-training of teachers who have been riffed. A national teacher image campaign must be undertaken. We can solve our problems as long as we remain sensitive to the needs of the membership."

Proposed NEA Resolutions, 1979

WASHINGTON, D.C.—NEA's 127-member Resolutions Committee met here March 1-3 to review the 1978 resolutions and to discuss proposed 1979 resolutions.

NEA President John Ryor spoke to the group and responded to questions on a variety of Association activities. The committee—with members from every state, Puerto Rico, and overseas—also received information from representatives of Government Relations and Instruction and Professional Development.

Chairperson Lois Tinson said that the major purpose of the committee's March meeting was to review all proposals received from members and affiliates to that time and to prepare proposed 1979 resolutions.

The proposed 1979 resolutions (which appear on this and the next pages) may be changed and topics added in Detroit.

"Members are urged to send comments on these proposals to the Resolutions Committee staff at NEA Center, so that the committee can consider them at its meeting just prior to the opening of the Representative Assembly," Tinson said. "Delegates will have an opportunity to make additional comments before the Assembly convenes at the Open Hearing on Resolutions to be held from 3-5 p.m., July 1, at Cobo Hall in Detroit," she added.

Resolutions to be changed, edited, or deleted are starred and followed by a brief italicized description of the proposed change. Figures in parentheses after each *continuing* resolution (those designated by a goal letter and number) indicate the years when the resolution was first adopted and subsequently amended. In *annual* resolutions (those designated by a goal letter, year, and number), the figure represents the year the resolution was first adopted.

Delegates are urged to bring this issue of the NEA REPORTER to the Detroit meeting. The preliminary report of NEA Resolutions will not be reproduced widely in any other form.

THE RESOLUTIONS OF THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

FOREWORD

The Constitution of the National Education Association states that the goals of the Association shall be the nine goals stated in the PREAMBLE. These goals are, therefore, regularly set forth in a statement of resolutions adopted by the Representative Assembly.

Resolution is defined as a formal expression of opinion, intent, belief, or position of the Association adopted by the Representative Assembly and providing the direction in which the Association should be moving.

Resolutions of a more permanent nature are *continuing* resolutions. The titles of these resolutions are preceded by the goal letter and the appropriate number. Resolutions of immediate concern are *annual* resolutions. Their titles are preceded by the goal letter under which they appear and the appropriate year and number.

In addition to policy set by resolution, the Assembly may adopt items of new business. Standing Rule 6(K) states: "New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application."

A. SERVE AS THE NATIONAL VOICE FOR EDUCATION

A-1. Educational Opportunity for All—The National Education Association believes that education should be provided from early childhood through adulthood, be suited to the needs of the individual, be nonsegregated, be offered beyond the traditional school day and school year, be required through the secondary school, be offered at public expense, and be guaranteed by the Constitution of the United States. The individual also must be free to choose, to supplement, or to substitute education in privately supported, nonsegregated, nonpublic schools. The Association also believes public and nonpublic schools should be accredited under uniform standards established by the appropriate state agency. (69, 74, 76)

***A-2. Public Education**—The National Education Association believes that the priceless heritage of free public educational opportunities for every American must be preserved and strengthened.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education that prepares its citizens to—

a. Use the English language properly in written and oral communications.

b. Compute effectively enough to ensure their ability to procure and/or dispense services and materials necessary to their health and general well-being.

c. Exercise attitudes of good citizenship and societal productivity.

d. Appreciate the aesthetic and moral qualities of life.

e. Assimilate values for their lives that will lead to continual growth and self-fulfillment.

The Association urges its state and local affiliates to intensify their efforts to maintain and strengthen comprehensive programs of education that aspire to these goals. Viable systems of free public education require such programs, and any movement that would restrict or restrain their implementation will be opposed by the Association. (69, 78, 79)

Rewrote first paragraph.

A-3. Educational Neglect—The National Education Association believes that many schools are in crisis, evidenced by decay, neglect, and continuing deterioration. These schools must be provided with higher than average per pupil financial allocations to increase staff, buildings, and instructional material. Massive financial support is required to provide quality education. Organizational patterns must be developed which effectively involve parents, teachers, and students.

The Association urges its affiliates to initiate programs which strengthen and enhance the education provided by these schools. It believes its affiliates are uniquely able to design programs to inform and assist teachers in such schools. Continuous communication and involvement with community groups are keys to the success of such programs. (69, 76)

A-4. Environmental Education—The National Education Association believes the nation's priorities must include the protection of our environment. It urges the development and improvement of federal legislation, programs, and appropriations that provide education (a) to understand the proper use, stewardship, and preservation of a viable environment; (b) to eliminate pollution; (c) to promote an understanding by students and the public of the effects of past, present, and future population growth patterns on world civilization and human survival; and (d) to promote establishment of federal Wilderness Areas, Recreational Areas, and Refuge Areas, in order to educate students to the concept of the compatibility of humanity and nature.

The Association urges its affiliates to support environmental programs in school systems for grades K through adult.

The Association encourages local affiliates to establish procedures to assure that policies and practices adopted by governing boards are consistent with environmental concerns. (73, 74, 75, 76, 78)

***A-5. United States Department of Education**—The National Education Association urges the establishment of a fully funded, cabinet-level U.S. Department of Education.

The Association further urges that the Department of Defense Dependents Schools be included in the Department of Education. (69, 79)

Added "fully funded," in first paragraph. Added new second paragraph.

A-6. Decentralization in Large Cities—The National Education Association believes that the educational decision-making process must be as close as possible to the citizens and professional staffs directly served by, or involved in, local communities within the cities and recommends decentralization in large cities.

The Association endorses the concept of elected boards of education within large cities. The appropriate delineation of authority and power between a central city board of education and the community boards within the city is a critical factor in ensuring the success of decentralization. Such delineation will inevitably vary from city to city based upon local circumstances, custom, state law, immediate needs, and historical precedent. Precedent and custom, however, must not be allowed to stand in the way of establishing smaller and more viable units of school governance and administration which will make large city schools more responsive and accountable to the various groups they must serve.

The Association also believes that elected community boards of education most possess clearly defined authority in the areas of curriculum, educational materials, school program, and personnel, with negotiation rights and procedural due process guarantees for the educators of the city. (69)

***A-7. Public Understanding and Support of Education**—The National Education Association recognizes the responsibility of the united teaching organization to promote public understanding and support of education and educators and to encourage wide public and parental participation in solving education's problems. It also recognizes its responsibility to publicize adverse educational conditions and to support its affiliates in attempts to improve conditions in their districts.

The Association also believes that there must be a representative, elected board of education in each school district, which also has a responsibility to promote public understanding of the schools. (69, 73, 74, 78, 79)

Changed title and rewrote first paragraph.

***A-8. Mass Media**—The National Education Association recognizes the total educative effect of the communications media, whose obligation should be to provide full, constructive, and accurate presentations. In this effort the Association supports the media and their right to protect information and sources of information from mandated disclosure and search and seizure.

The Association recommends that educators, in cooperation with parents and others concerned, seek to influence the policies followed by the mass media and, at the same time, help children to become intelligently critical viewers, listeners, and readers. (69, 70, 78, 79)

Deleted third sentence of first paragraph.

A-9. Organizations of Other Nations—The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations. (69)

A79-1. Deleterious Programs—The National Education Association believes the following programs and practices are detrimental to public education and must be eliminated by the united teaching profession: performance contracting, tax credits for tuition to private and parochial schools, voucher plans, and evaluations by private, profit-making groups.

The Association also believes that other tax credit programs, management by objective systems, and revenue sharing programs have at times been implemented in ways that are harmful to public education. It therefore calls for a monitoring of such programs and a concerted effort by the united teaching profession to prevent such abuses. (74)

A79-2. World Peace—The National Education Association recognizes the interdependence of all peoples and urges that the United States make every effort to strengthen the United Nations to make it a more effective instrument for world peace.

The Association supports the 1948 United Nations resolution relating to genocide and promotes the rights of all people by exposing the horrors of war, racism, and genocide.

The Association urges its affiliates and members to implement its commitment to world peace founded on genuine respect for and understanding of individual and cultural diversity, and to develop programs, including the study of additional languages, which promote the ideals of peace, freedom, and human dignity.

The Association believes the methods of peace are superior to the methods of war and in this nuclear age may be basic to the survival of civilization.

The Association urges that the nations of the world, through cooperative talks, develop treaties and disarmament agreements that reduce the danger of nuclear war and free resources for important domestic problems. (73)

A79-3. Cable Television—The National Education Association believes that expanding cable television (CATV) technology should provide telecommunications services to education. Federal regulations should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems in each community for educational and other public purposes.

The Association urges its affiliates to monitor community franchises and to support provisions by municipalities to set aside a percentage of the franchise for school and public access programming.

The Association encourages local affiliates to develop educational and public information programs and to increase the use of educational access channels to promote better understanding of education within their communities. (70)

A79-4. Federal Support for Public Welfare—The National Education Association believes that the conditions which increase reliance on public welfare must be alleviated. It also believes that the costs and operation of public welfare should be assumed by the federal government and be based on standards of human dignity. (71)

A79-5. Planned Program Budgeting Systems—The National Education Association believes that planned program budgeting systems (PPBS) are often used in a deleterious manner as vehicles for the introduction of *de facto* performance contracting or for the implementation of plans for holding teachers accountable without permitting them to share in the process of educational decision making.

The Association urges that no PPBS plan be undertaken or continued unless local affiliates are full partners in the study of the PPBS plans and in the design, authorization, implementation, and evaluation of adopted plans.

The Association is aware of the misuse of PPBS plans and will assist its affiliates in correcting such abuse. (74)

A79-6. Public Broadcasting Services and National Public Radio—The National Education Association believes that Public Broadcasting Services (PBS television) and National Public Radio (NPR) can have a positive impact on the educational process. The Association urges its affiliates to become involved in the producing, programming, and utilization of PBS and NPR broadcasts. The Association urges the enactment of legislation that provides financial support for public broadcasting. (75)

A79-7. Voucher Plans—The National Education Association believes that voucher plans under which education is financed by federal or state grants to parents could lead to racial, economic, and social isolation of children and weaken or destroy the public school system.

The Association urges the enactment of federal and state legislation prohibiting voucher feasibility studies and the establishment of voucher plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation. (70)

A79-8. World Hunger—The National Education Association recognizes the extensive suffering and death that plague humankind as the result of mass malnutrition and starvation and deplores those conditions that result in the gross inequities of the distribution of present food supplies.

The Association endorses the resolution of the World Food Conference by the U.N. General Assembly "that all governments should accept the removal of the scourge of hunger and malnutrition . . . as the objective of the international community as a whole. . . ." The Association calls upon our government to cooperate with world leaders to remove the natural and political obstacles that impede efforts to increase food production while respecting the ecology of the area.

The Association believes educators must teach the facts of world hunger and malnutrition and help students develop the capacity and the commitment to resolve these problems. (75)

A79-9. Urban Development—The National Education Association believes that professional organizations should be concerned about the quality of life in our cities and should advocate policies or programs concerning land use, zoning, urban development, economic growth, mass transit, rent subsidy, or other issues vitally affecting patterns of community development and subsequently the quality of education in our schools. The Association supports the utilization for educational purposes of all tax increment funds from urban renewal project areas when those funds normally intended for educational purposes are diverted to renewal projects. (74)

A79-10. Zionism—The National Education Association has long been an advocate of the United Nations and has actively supported the many worthwhile activities of that body. The Association is appalled, however, by the action at the U.N. General Assembly in declaring Zionism a form of "racism and racial discrimination."

Zionism is a part of the Jewish people's struggle for a homeland. It has been a movement to save themselves from discrimination and eradication. It has been a symbol of the revival of the Jewish national life. One cannot forget the centuries of discrimination suffered by the Jewish people and the holocaust which led to the extermination of six million Jews.

The passage of the resolution is a profound error of judgment that equates Zionism with racism and racial discrimination and thereby threatens the state of Israel.

The National Education Association is deeply committed to the elimination of racial and religious discrimination in all of its forms. It therefore deplores the U.N. General Assembly action which departs so radically from the ideals expressed in that organization's charter. The Association urges prompt repeal of the resolution. (76)

A79-11. Rural Education—The National Education Association believes that rural areas contain a range of conditions which make them unique and urges development of programs which recognize and deal with rural areas. It urges its affiliates to support equal educational programs and the equitable funding of such programs. Neither shall be dependent on geographical location and/or density of population.

The Association and its affiliates should encourage institutions of higher education and state agencies to promote training of personnel which will reflect the special needs and problems of rural teachers.

The Association recognizes that consolidation of rural school attendance areas is not necessarily the answer to rural educational problems. (76)

A79-12. Human Rights—The National Education Association believes that the governments of all nations must respect and protect the basic human and civil rights of every individual. The Association deplores the use of any action that limits or prohibits the free and responsible exercise of these rights. It calls on the world community of educators to lead in the effort to prevent any encroachment on basic civil and human rights. (77)

A79-13. Energy Program—The National Education Association believes that a national energy policy must be established that would reflect the efficient use of energy from all sources. The Association believes that there should be a prompt and serious commitment to the conservation of energy resources with rapid development of renewable energy sources.

The Association urges its affiliates to support appropriate state and federal legislation and to participate in energy allocation and use-planning undertaken by state and federal resource management officials to guarantee that public schools are assigned priorities which would insure operations during the regular school year.

The Association supports programs to educate the public concerning the benefits and dangers of nuclear power as an energy source of the future and the concomitant problem of nuclear waste disposal. (77)

A79-14. Community Education—The National Education Association believes that the concept of community education encourages schools to provide leadership in solving community problems. It believes that community education—

a. Encourages expanded utilization of school facilities by the total community.

b. Encompasses and strengthens adult, vocational, and technical education programs.

c. Increases awareness and heightens public responsiveness to the educational system.

d. Provides for more productive use of leisure time.

e. Promotes interagency and interpersonal cooperation.

f. Creates a better environment for all.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of such programs in their states. (77)

A79-15. Television Programming and Viewing—The National Education Association recognizes that children are an especially vulnerable audience who must be protected from violent television programming, race and sex stereotyping of the medium, and exploitation by advertisers. It encourages advertisers and broadcasters to promote a variety of programs of the highest calibre for children of all ages.

The Association urges its affiliates to establish television study committees to monitor television activities, to provide research material on television to teachers, and to promote positive, educational programming.

The Association further urges its affiliates and members to urge parents to limit school-night television viewing. (77)

A79-16. National Priorities—The National Education Association believes that the nation must reorder its priorities to provide more funds for education and other human services. The Association also believes that a federal job retraining program should be developed to aid workers affected by changes in national priorities. (77)

A79-17. Tax Reform—The National Education Association—an organization that consists of members who provide taxes—supports tax reform at the local, state, and national levels. The Association believes that tax reform must be completed promptly to prevent further opportunistic exploitation of the current inflationary situation. Tax reform should—

a. Increase tax fairness and raise revenue necessary to finance quality public education and other public services.

b. Prevent excessive reliance on property or any other single tax source.

c. Reflect the findings of comprehensive studies of the total individual and corporate tax burden.

d. Assure a tax burden distribution that reflects the ability to pay and that safeguards family subsistence.

e. Assure that statewide uniformity in property tax effort be required. (78)

A79-18. Media Legislation in the Public Interest—The National Education Association opposes legislation to release the broadcasting industry from the requirements of serving the public interest.

The Association supports those public interest groups that work for responsible reform of the Communications Act of 1934 and for media legislation in the public interest. It urges its state and local affiliates to express their concerns to their representatives in the United States Congress. (78)

A79-19. National Health Insurance—The National Education Association believes that preventive health care is important in the fostering of educationally active and productive students and that many educational problems stem from the lack of health services to the student and family.

The Association advocates the concept of adequate health care for all and believes that a national health insurance plan should be supported by the United States Congress.

The plan should encourage diversity and flexibility in the provision of health care service. This plan must be mandatory and be provided by both public and private agencies that have substantial consumer representation on their governing boards. The legislation enacted by Congress must recognize the government's ability to finance all of its social programs, including education. (78)

A79-20. Hazardous Materials—The National Education Association believes that students and staff must be protected from the hazards of dangerous chemicals used in construction and maintenance of educational facilities and in classroom teaching. Programs of prevention and the elimination of health hazards should be enacted by the appropriate school governing body. (78)

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

B-1. Improvement of Instruction—The National Education Association believes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. The primary authority to make educational changes should lie with the teachers through their influence and involvement in democratic decision making in and out of the school. The Association encourages and endorses curriculum and professional development activities by local and state associations to assist teachers in this role.

The Association endorses positive action plans that establish procedures and timetables for eliminating racism and sexism in the curriculum.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions. It encourages school systems to establish learning materials centers.

The Association urges that the profession, in cooperation with other interested groups, establish standards for educational materials, and insist that publishers and producers use the services of a competent educational institution or facility to field test, in actual classroom situations, such materials, and publish the results of their effectiveness.

The Association believes that one of its instructional goals is functional proficiency in English, with emphasis on the development of those basic reading skills essential to the successful pursuit of all other disciplines. (69, 70, 71, 74, 75, 76, 77)

B-2. Bilingual-Multicultural Education—The National Education Association believes that the bilingual education process uses a student's primary language as the principal medium of instruction, while teaching the language of the predominant culture in an organized program, encompassing a multicultural curriculum.

The Association supports appropriate federal legislation and it urges its affiliates to seek state legislation that requires bilingual-multicultural education according to educational need.

The Association also believes that legislation must provide funds to expand current multicultural and language programs, including those for teacher preparation, necessary to provide equal opportunity to all students in the public schools.

The Association urges that bilingual-multicultural programs include as a goal functional proficiency in English, with emphasis on the development of those basic reading skills essential to the successful pursuit of all other disciplines. (69, 72, 73, 74, 75, 76)

***B-3. Health of Children**—The National Education Association recognizes that the total environment, including home, school, and community, affects the mental, emotional, and physical health of children.

The Association believes that a wholesome environment is essential for the proper education and growth of children. It urges its affiliates to support programs which would—

a. Promote education programs for parents to improve home atmosphere.

b. Inform parents of the availability of discount buying through the federal Food Stamp Program and assist them to understand its eligibility requirements.

c. Provide information on harmful additives and preservatives, the possible consequences of excessive consumption of confections, and processing procedures that remove nutritive value from foods.

d. Provide special diagnostic services through the schools for early detection of health and/or learning disabilities.

e. Improve educators' understanding of child growth and development to ensure the provision of a climate in the school conducive to good health.

f. Strengthen and improve the enforcement of child abuse laws.

g. Provide increased utilization of teachers, pupil personnel and health service staffs, and students in team efforts to resolve the causes of mental, emotional, and physical problems of children.

h. Provide comprehensive school and community health facilities and federal health plans to meet the needs of children.

i. Discourage the educational use of promotional materials with food themes that are biased toward specific commercial products.

j. Provide that teachers, families, and community members educate children to understand and accept the concept of death to help them develop a better ability to cope with death experiences and increase their awareness and sensitivity to those around them having such experiences.

The Association also believes that health and physical education programs should be developed and maintained commensurate with maturation levels of children. (69, 70, 71, 72, 74, 76, 77, 78, 79)

Added concept of consequences of consumption of excessive confections to section "c".

B-4. Pupil Personnel Services—The National Education Association urges that pupil personnel services, including counseling, social work, school nursing, dental hygiene, health, speech, and psychological services, be increased, and established where they do not now exist. The Association also urges that pupil personnel services be stressed at the elementary level, since behavioral and attitudinal patterns are established at an early age. (69, 71, 74, 75, 78)

B-5. Conversion to the Metric System—The National Education Association believes that a carefully planned effort to convert to the International System of Units (SI metric system) is essential to the future of American industrial and technological development and to the evolution of effective world communication. It will work with the National Metric Board created by the Metric Act of 1975 to facilitate such a conversion.

The Association urges that the SI metric system of weights and measures be taught at the appropriate educational levels to assure the orderly transition to the use of the SI metric system as a primary system. (69, 70, 71, 74, 76)

B-6. Basic Financial Support of Public Education—The National Education Association believes that to achieve the Association's commitment to equal educational opportunity for all and to assure fair tax practices for all citizens, public education must be supported from public tax sources. The Association will continually seek general federal support for the whole of public elementary and secondary education. These federal monies must be expended solely and equitably for public education. Therefore, it seeks support in accordance with the following principles—

a. The federal share of the cost of public education must be at least one-third.

b. Educational funding must be budgeted separately in recognition of its high priority in the federal budget.

c. Federal funds must be allocated without federal control for expenditure. Instructional programs which are federally funded should have maximum teacher involvement in their development at the federal level and, at the local level, must be implemented only after the involvement and approval of the recognized bargaining agent or local affiliate.

d. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

e. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.

f. A process of tax revision must be established at all levels, and tax administration must be subject to continuing review.

g. Local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing.

h. The state and local share of finance must be derived from a tax system which is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.

i. Public funded services for nonpublic school students must be strictly limited to medical and dental care, public welfare programs, school lunch and milk programs, and public safety services such as fire and police protection, which are budgeted and administered through the appropriate public agencies.

j. Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting an establishment of religion, and provide for judicial review as to its constitutionality.

k. Programs, where appropriate, must make adequate provision for research and development and for promoting improvements in educational practice.

The Association will oppose any bill which includes provisions in federal legislation to provide funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students. (77)

***B-7. Education in Correctional and Rehabilitation Agencies** — The National Education Association believes legislative and professional support should be given to members who teach in federal, state, and local correctional and rehabilitation institutions, hospitals, and other custodial agencies. The Association supports improving the standards of instruction in these institutions. (73, 79)

Rewrote existing resolution.

B-8. First American Education—The National Education Association recognizes that the complexity and diversity of needs of the American Indian children require the direct involvement of Indian parents, Indian teachers, tribal leaders, and other Indian groups in developing adequate and equal educational programs which preserve the rich heritage of Indian culture.

The Association insists that federal funding for Indian education be expanded to effect necessary improvements. The Association supports the movement toward self-determination by Indians and insists that such programs be voluntary. The Association opposes termination of federal support for Indians either as a direct or indirect result of efforts to extend Indian self-determination.

The Association supports programs that provide for—

a. Legislation that assures the involvement and control of First American education by First American parents, communities, and educators.

b. First American involvement in teacher training programs dealing with cultural pluralism and the teaching of First American values, heritage, culture, and language.

c. Assistance to local and state associations in meeting the educational needs of First American students.

d. Substantial participation by American Indians in NEA conferences and leadership training programs.

e. Coordination with existing American Indian organizations and concerned agencies and aid in the dissemination of information and programs that include values, heritage, language, culture, and history of the American Indian people.

f. Higher education opportunities for all American Indian students through direct governmental assistance in graduate and undergraduate programs.

g. Indian involvement in developing multicultural learning centers at higher education institutions.

h. First American involvement in lobbying efforts in Washington, D.C. (76, 77)

B79-21. Sex Education—The National Education Association believes that sex education that provides children and youth with information appropriate to their age is basic to healthy, well-adjusted mental attitudes. It also believes that the public school must assume an increasingly important role in providing this instruction and that teachers must be qualified to teach in this area.

The Association urges that courses in sex education and parent orientation regarding these courses be developed with care and that classroom teachers who teach the courses be legally protected from irresponsible censorship.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on birth control and venereal disease. (69)

B79-22. Drug Dependency—The National Education Association is concerned about the individual and societal problems which underlie psychological and physiological drug (including alcohol and tobacco) dependency by both children and adults. It calls for new and improved ways of helping children and adults learn more positive ways of meeting and coping with these problems. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs. It urges its affiliates to support legislation leading to the standardization of drug laws and the improvement of the drug rehabilitation program.

The Association discourages the use of marijuana and believes that severe penalties for its production, distribution, and sale should be strictly enforced. Private possession and use of small quantities of marijuana should not carry criminal penalties. (72)

B79-23. Career Education—The National Education Association believes that a goal of public education is to provide all individuals, preschool through adulthood, opportunities to become effective, productive citizens. To achieve this goal, the career education concept must be interwoven into the total educational system and needs to include programs in awareness and exploration to aid students in career course selection.

The Association believes that educational programs should be developed that will assure equal opportunity for career development for all students and offer exploratory experiences in a variety of careers. The united teaching profession should be encouraged to provide in-service experiences and released time for teachers for curriculum development in this area and should cooperate with industry and agencies in full support of career education programs. (76)

B79-24. Vocational Education—The National Education Association believes that preparation of students for vocations and productive jobs should be a basic policy of secondary and higher education. Educational programs, which will assure equal opportunity for occupational development, should be developed for all students. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements.

The Association supports vocational and technical education as a major component of education. To be effective, vocational and technical education should be preceded by programs of awareness and exploration to aid students in vocational choices. These exploratory courses should be incorporated into traditionally academic courses and into existing industrial and practical arts education courses. (76)

B79-25. Alternative Programs—The National Education Association supports the development of a broad range of alternatives within the public school system. Programs should emphasize a broad range of activities for responding to students' differing behavioral patterns, interests, needs, and learning styles.

Teachers should provide the major input for determining the nature of programs with assistance of other specialists and advice of parents and students as appropriate. Placement of students in such programs should be made with the involvement of the students, as well as with advice and consent of teachers and parents. These programs must adhere to the minimum standards for staff certification and provide for appropriate class size to meet the specific needs of these students. Additional federal and state funding for both elementary and secondary school programs must be provided so that such alternatives do not withdraw support from regular programs.

Programs must be evaluated on stated objectives. Teachers in these programs must have a major role in designing and executing the evaluations. (77)

B79-26. Chicano Self-Determination in Education—The National Education Association recognizes that the complexity and diversity of needs of Chicano children require the direct involvement of their parents in developing an adequate and equal educational program which reflects and is responsive to their learning and cultural characteristics and promotes the preservation of their heritage and culture.

In school districts enrolling Chicano students, the Association urges the employment of bilingual visiting teachers and counselors to meet Chicano student needs.

The Association supports federal and state programs that directly enhance the educational opportunities of Chicano children in their quest for educational self-determination. It recommends federal and state grants and scholarships that will facilitate the entry of Chicanos into the teaching profession.

The Association further recognizes and will aggressively pursue the realization of the responsibility of state and local education agencies to develop and implement programs which respond to the cultural (including language) characteristics of Chicano children regardless of the availability of federal funds. (72)

B79-27. Student Rights and Responsibilities—The National Education Association believes that basic student rights include the right to free inquiry and expression; the right to due process; the right to freedom of association; the right to freedom of peaceful assembly and petition; the right to participate in the governance of the school, college, and university; the right to freedom from discrimination; the right to freedom from commercial exploitation; and the right to equal educational opportunity.

The Association believes that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.

The Association believes that student rights must be safeguarded when students are involved in commercial premium campaigns and fund-raising activities. (69)

B79-28. Discipline—The National Education Association believes that discipline is essential in promoting optimum learning in the school. The Association recognizes the concern for the discipline problem.

The Association also believes that boards of education in conjunction with local affiliates should develop policies which would provide necessary administrative support to the classroom teacher for the maintenance of a positive learning environment.

The Association further believes its local affiliates should develop guidelines for effective disciplinary techniques. It urges affiliates to negotiate a process wherby administrators, teachers, parents, and students will be involved in identifying disruptive behavior and prescribing, implementing, and evaluating procedures that will reduce and correct disruptive behavior.

The Association supports legislation that will authorize the classroom teacher to maintain internal classroom management and that will protect the student's right to due process. (75)

B79-29. Exceptional Student Needs—The National Education Association recognizes that there must be increased development of educational programs to meet the needs of several groups of students. Among these groups are displaced students of desegregated districts; pushouts; the disruptive student; the disabled reader; the gifted, talented, and creative; the low academic ability; the underachiever; and those who do not qualify or have no desire to pursue a college program.

The Association urges increased support for the identification of these students, multisensory in-service training of educators, and provision for development of programs at the local, state, and national levels. The Association further supports the effort of its affiliates to negotiate and legislate for the training and hiring of an increased number of teachers with education in special areas. (72)

B79-30. Early Childhood Programs—The National Education Association urges the enactment of federal legislation to assist state and local communities in providing child care services, including childhood development programs.

The Association believes that implementation of early childhood development programs which have educational components that exceed child care service must utilize certificated professional educators. It supports those programs which upgrade personnel working in early childhood education and provide for maximum involvement of educators and parents at the operational as well as at the administrative level.

The Association endorses the involvement of minorities and the poor in staffing early childhood programs and also endorses professionally supervised training programs leading to the certification of all personnel. The Association believes that legal certification of professional personnel should remain the function of the states, and objects to federal government intervention in the credentialing process.

The National Education Association urges its affiliates to seek legislation that would insure the implementation of early childhood education programs primarily through the public school system. It believes kindergarten is necessary to the success of early childhood education and supports the concept of fully funded kindergarten programs in all states. (75)

B79-31. Communication Between the Hearing and the Hearing Impaired—The National Education Association believes that the lack of communications between the hearing and the hearing impaired has seriously detracted from the potential of a broadly distributed group to contribute fully to our total society—a mutual loss to all citizens.

The Association recommends that instruction be given to hearing students that will help them to understand the unique needs of all hearing impaired students, and to help hearing students communicate with hearing impaired students. (74)

B79-32. Child Abuse—The National Education Association believes that all children should be protected from child abuse and that educators are in a position to observe and recognize abuse which has been inflicted on children.

The united teaching profession should (a) cooperate with community organizations to increase public awareness and understanding of child abuse and (b) encourage development of in-service programs that stress the identification of abused children and reporting procedures.

The Association urges its affiliates to seek the enactment of state and local legislation that would (a) provide educators reporting suspected child abuse immunity from legal action, (b) require educators to report to the appropriate authorities instances of suspected child abuse, and (c) provide for protection of children from other children. (74)

B79-33. Social Promotion—The National Education Association urges all educators, parents, and school board members to seek an end to the abuse of social promotion of students or grade-level advancement based primarily on age. The Association believes that alternative programs should be provided for those students who are not eligible for promotion. (78)

B79-34. Federal Impacted Aid—The National Education Association is especially concerned about inadequate funding to maintain quality education for children in school districts impacted by federal activities and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association urges a permanent solution to the financial problems of the severely impacted school districts. (70)

B79-35. Youth Detention and Incarceration—The National Education Association believes that youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers of these youths must be prepared to provide instruction in life skills and learning skills.

The Association condemns the practice of punishing children in trouble by placing them in abusive environments and believes that alternatives to incarceration must be developed. The Association opposes the placement of children who are not charged with any offense in facilities with those who are so charged. There should be separate facilities for these detained minors. (75)

B79-36. Extracurricular Funding—The National Education Association believes that at all educational levels students who wish to participate in athletic programs and students who prefer to participate in other types of extracurricular programs must have equal opportunity to participate in funded extracurricular activities.

The Association urges that funds for extracurricular activities, including funds allocated for facilities, equipment, and remuneration of staff, be equitably allocated between athletic and nonathletic extracurricular programs. (75)

***B79-37. Education for All Handicapped Children**—The National Education Association supports a free appropriate public education for all handicapped students in a least restrictive environment which is determined by maximum teacher involvement. However, the Association recognizes that to implement Public Law 94-142 effectively—

a. A favorable learning experience must be created both for handicapped and nonhandicapped students.

b. Regular and special education teachers, administrators, and parents must share in planning and implementation for the disabled.

c. All staff must be adequately prepared for their roles through in-service training and retraining.

d. All students must be adequately prepared for the program.

e. The appropriateness of educational methods, materials, and supportive services must be determined in cooperation with classroom teachers.

f. The classroom teacher(s) must have an appeal procedure regarding the implementation of the program, especially in terms of student placement.

g. Modifications must be made in class size, using a weighted formula, scheduling, and curriculum design to accommodate the demands of the program.

h. There must be a systematic evaluation and reporting of program developments using a plan which recognizes individual differences.

i. Adequate funding must be provided and then used exclusively for this program.

j. The classroom teacher(s) must have a major role in determining individual educational programs and should become members of school assessment teams.

k. Adequate released time must be made available for teachers so that they can carry out the increased demands upon them.

l. Staff must not be reduced.

m. Additional benefits negotiated for handicapped students through local collective bargaining agreements must be honored.

n. Communication must be maintained among all involved parties.

o. All teachers must be made aware of their right of dissent concerning the appropriate program for a student, including the right to have the dissenting opinion recorded.

p. Individual educational programs should provide appropriate services for the handicapped students and not be used as criteria for the evaluation of the teacher.

q. Programs that are fully funded must be provided for preschool children. (78)

Added new section "q."

B79-38. Migrant Workers—The National Education Association is concerned with the plight of migrant workers, particularly with the education of those migrant children who are pushed out of school because of the system's failure to provide needed educational opportunities.

The Association urges its local affiliates to negotiate provisions that will guarantee protection and full rights for teachers of migrant children.

The Association supports legislation to insure equal educational opportunities for migrant children, appropriate programs for migrant families, and the right of migrant workers to be represented in collective bargaining by an organization of their choice.

Mini-Corps as defined by federal legislation should be instituted in every state that has migrant children in its school system. (75)

***B79-39. Financial Crisis**—The National Education Association believes that free public education is in a financial crisis due to mounting inflation and/or declining enrollment. The united teaching profession seeks to maintain and expand educational programs for students by seeking public and legislative financial support. It believes that quality education requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of financial crisis.

The Association opposes the establishment of ad hoc classrooms in the event of school closures. (75)

Deleted first sentence of second paragraph. Deleted "also" in second paragraph.

B79-40. Youth Camp Safety—The National Education Association believes that all students who attend summer camps are entitled to protection, proper supervision, and facilities.

The Association urges its members to support legislation establishing guidelines which require that all camp personnel be adequately trained and that all facilities meet safety standards. (76)

B79-41. High School Equivalency Testing—The National Education Association supports the concept of a high school education for all youth and resists current efforts to erode secondary education.

The Association believes that the use of equivalency tests in lieu of academic preparation and school attendance for meeting requirements for graduation with age as the sole criterion for eligibility should be strongly resisted.

It believes that any state or district plan to use equivalency testing as the basis for qualification for a high school diploma should be developed cooperatively by classroom teachers, administrators, and governing boards. The plan should include provisions for recommendations from the local school faculty. Recommendations should be based, as a minimum, upon ability, achievement record, and maturation level in addition to the age of the student. (76)

***B79-42. Middle School and Junior High Programs**—The National Education Association believes in the creation of special curriculum, guidance and counseling programs, and health services to meet the special needs of middle school and junior high school level students.

The Association further urges development of preservice and in-service junior high/middle school education programs. (76)

Added new second paragraph.

***B79-43. School Transportation**—The National Education Association believes that all aspects of transporting students need close scrutiny. It believes that safety requirements for busses and other designated school vehicles must be stringently enforced and overcrowding be prohibited.

No professional employee should be required to transport students as a condition of employment.

The Association further believes that local school districts should provide students with transportation for all school-related trips. (77)

Added new middle paragraph.

B79-44. Family Violence—The National Education Association recognizes the vicious cyclical effects of family violence, which contribute to family disintegration, social maladjustment, and the overall erosion of society and its institutions. The Association supports existing family services and further urges creation of additional support systems for families experiencing this problem. (78)

B79-45. Full Funding for Education Legislation—The National Education Association urges that all education legislation provide adequate funds for full implementation.

The Association further urges its state and local affiliates to inform teachers and the public of legislation that is not adequately funded. (78)

***B79-46. Multicultural Education**—The National Education Association believes that—

a. The United States of America is a society built on the contributions of numerous cultures.

b. The self-concept of individuals is based on historical worth and the contributions of their particular ethnic or cultural groups.

c. One of the major responsibilities of the school is to equip and prepare individuals for effective participation in a society of varied races, cultures, and life-styles that are different, but interdependent.

The Association, therefore, recognizes and supports the need for multicultural education and the necessary teacher training for its effective implementation. (79)

New resolution.

***B79-47. Time To Learn**—The National Education Association believes that time to learn is essential in promoting optimum achievement in the school.

Although it recognizes the importance of work experience, the Association believes that parents, students, teachers, and employers should be made aware of the adverse effects of excessive working hours upon students' attention span and academic achievement. (79)

New resolution.

C. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

C-1. A Certificated Educator in Every Professional Position—The National Education Association believes that all educators must have the knowledge and skills necessary to perform their duties.

The Association insists that professional positions, including specialized and substitute positions, be filled by an educator holding the appropriate certificate and that there be interstate certification reciprocity for mobile educators.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions or through the revision of school staff management under the guise of improving educational opportunity. (69, 70, 71, 72, 73, 74, 77)

C-2. Evaluation and Subjective Ratings—The National Education Association believes that it is a major responsibility of educators to participate in the evaluation of the quality of their services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and experimentation to develop means of objective evaluation of the performance of all educators, including identification of (a) factors that determine professional competence; (b) factors that determine the effectiveness of competent professionals; (c) methods of evaluating effective professional service.

The Association believes that teachers and other professionals should evaluate supervisory and administrative personnel and governing board members.

The Association also believes that evaluations should be conducted for the purpose of improvement of performance and quality of instruction offered to pupils, based upon written criteria and following procedures mutually developed by and acceptable to the teacher association, the administration, and the governing board.

The Association insists that the evaluation program must recognize the rights of the educator who is evaluated. These include the right to—

a. Information concerning the evaluation criteria and procedure of the governing board upon application for employment and when changes are made in the criteria and procedures.

b. Open evaluation without subterfuge and with advance notice of evaluation visits with discussion of the teacher's goals and methods.

c. Tenure in public higher education not restricted by numerical or arbitrary quotas.

d. Consultation in timely fashion after a formal evaluation visit and receipt of and opportunity to acknowledge in writing any formal evaluation report prior to placement in a personnel file.

e. Evaluation reports which assess strengths, note progress, indicate remaining deficiencies and suggest specific measures the teacher can take to overcome indicated deficiencies.

f. Participation in a professional development program including such activities as appropriate counseling and supportive services, released time for in-service work, and opportunity to observe or seek and give assistance to other teachers in classroom settings other than one's own.

g. Access to and review of all items in personnel records; opportunity to attach a written response; and access to a procedure to remove inappropriate, derogatory, or unsubstantiated material. Anecdotal records to be included must be reduced to writing within 30 days of the incident documented. Statutory guarantees should assure these rights.

h. Supervision which is constructive, provides an opportunity to correct deficiencies, takes into account the variety of learning and teaching environmental factors, and emphasizes career development of the professional educator.

The Association believes that examinations such as the National Teacher Examination must not be used as a condition of employment or a method for evaluating educators nor should the evaluation of students taking assessment tests be used for purposes such as salary, tenure, retention, or promotion. (69, 70, 72, 73, 74, 75, 76)

C-3. Accreditation of Teacher Preparation Institutions—The National Education Association believes in the importance of national accreditation for all teacher preparation institutions and supports the concept that a single national nongovernmental agency perform this function.

The national agency must be broadly representative of the teaching profession and the preprofession and must include students preparing to teach and equitable representation of K-12 teachers in all matters of policy and function. (69, 72, 73, 76)

C-4. Time To Teach—The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including a duty-free lunch period; time for planning; and elimination of the noninstructional tasks required of a teacher.

Class size and the number of instructional periods taught each day must be adjusted to the particular learning process involved to allow individual attention to each pupil when that is the required mode of instruction. Class size should not exceed 15 students per certificated classroom teacher. (69, 74, 76, 77)

***C79-48. Teacher Education**—The National Education Association believes that teachers and students preparing to teach must be directly involved in evaluating and improving the standards for teacher preparation and certification. The Association insists that teacher involvement is necessary in planning and implementing quality teacher education programs.

Teacher educators must be certificated and experienced in their instructional areas.

The Association also believes that preprofessional practicum experience is an essential phase of teacher preparation. The responsibility for the practicum experience must be shared by the public schools, the institutions that prepare teachers, and professional associations.

The Association urges its affiliates to—

a. Take immediate steps to evaluate and improve standards for entrance into the teaching profession.

b. Assess critically current college and university programs of teacher education and make specific recommendations for changes.

c. Support inclusion of training in classroom management concerns such as discipline, group processes, the dynamics of intergroup communication and human relations in requirements for certification, and the provision for in-service workshops in these areas for experienced teachers and administrators.

d. Support legislation providing legal status and liability protection for student teachers.

e. Develop guidelines for qualifications of cooperating teachers and college coordinators of student teachers.

f. Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teachers organizations.

g. Support the teaching of methods courses by teachers currently employed in elementary and secondary schools.

h. Support requirements in state certification standards for specific course work in reading instruction.

i. Formulate standards for school systems receiving student teachers. Supervising or cooperating teachers in a student teaching program should have reduced teaching loads and be given a minimum established compensation.

j. Recommend Student NEA membership before participation in preprofessional experiences and student teaching.

k. Work in cooperation with teacher training institutions and their professional organizations in taking immediate steps to improve the selection of persons entering the profession. Such selection process shall be continuous and an integral part of the candidate's educational program. The process should be developed by education faculties, cooperating teachers, and students to ensure that only qualified candidates enter the profession. The process also should include, but not be limited to, early screening and guidance counseling in order that those candidates who do not possess the commitment and the qualifications necessary for the teaching profession will be counseled into another career choice. Such process shall not discriminate against anyone because of race, sex, creed, national origin, or physical handicap.

l. Offer guidance to teacher preparation institutions to prepare teachers in numbers consistent with projected need for teacher positions.

m. Support inclusion in master contracts or school policies that acceptance of student teachers be on a voluntary basis. (70)

Added "physical handicap" at end of section "k."

C79-49. Continuing Education—The National Education Assocation recognizes the need for continuing education in the career-long development of teachers. It supports a variety of approaches to professional development, including in-service and the concept of centers governed by teachers representing their bargaining units and/or local professional organizations. It believes that school districts have a responsibility to fund professional development programs and in-service conference expenses for all staff.

The Association also believes that professional development programs should provide opportunities for teachers to gain the knowledge and skills that they themselves feel are important to their teaching, to the improvement of school programs, and to their performance as members of the profession. In order to assure that the programs will reflect the needs of local teachers and students, teachers must have the decisive voice at every stage of planning, implementation, and evaluation (76)

***C79-50. Competency-Based Teacher Education Programs**—The National Education Association believes that competent teachers employ the most appropriate processes known for the promotion of learning. The Association also believes that competency-based programs for pre- and in-service teacher education and teacher evaluation must be based on many factors, some of which the teacher cannot control. It opposes models that prescribe single, limited definitions of competence, which reduce the process of teaching to mechanical, nonprofessional acts or which seek to measure teacher competence on the basis of student achievement.

The Association believes that competency-based programs should not be implemented that do not first provide for carefully controlled research and development to assure validity and reliability which indicate that such programs are an improvement over present programs. Teachers must be involved in such research and development. (74)

Changed "that" to "which" in third sentence of first paragraph. Inserted "Teacher Education" in title.

C79-51. Teacher Exchange Programs—The National Education Association believes that education will benefit if teachers participate in exchange programs in various cultural, educational, and geographic environments.

The Association encourages its affiliates to cooperate with governing boards to develop voluntary exchange teacher programs within and among the states, and among schools of federal agencies within and outside the United States, and abroad. (74)

C79-52. Bureaucracy in Education—The National Education Association is aware of an expanding bureaucracy in American public education. It is concerned with the potential for insufficient allocation of community resources to provide students with adequate contact time with certificated instructional personnel.

The Association urges its affiliates to work toward guaranteeing that an increasing portion of educational budgets will be for the direct instruction of students. (77)

C79-53. Misuse of Interns—The National Education Association and its affiliates will resist all attempts to reduce the quality of education through the practice of using interns to supplant professional staff.

Internship is to be utilized solely as an avenue to the development of professional expertise and not as a means to the reduction of educational staff and/or budgets.

The Association is aware of the misuse of internship programs and will assist its affiliates in correcting such abuse. (77)

C79-54. Criteria for Certification and License—The National Education Association believes that no single criterion should be used for determining who should study for and be licensed in the teaching profession. A broad range of multiple determiners should be used, including professional judgments of the candidate's instructors, samples of the candidate's work, and evaluation of his/her working relationships with students and teachers.

The Association supports rigorous and relevant evaluation in selecting and preparing teachers and believes that teaching practitioners and student teachers must be fully involved in determining what the criteria should be. The Association is convinced that no test now in existence is satisfactory for use as one of the criteria. (77)

C79-55. Credit Assignment—The National Education Association believes that the different methods of assigning credits as used by the nation's colleges and universities may cause difficulties in the evaluation of transcripts. The Association urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform method of evaluating the assigned credits. (77)

C79-56. Mandated Standards for Educational Programs—The National Education Association believes that standards for educational programs mandated by any governmental body should be established in consultation with the majority teachers' organization and must be accompanied by a guarantee of adequate resources, including staffing, made available to the teacher and the school system to meet these standards.

The Association also believes that any state-mandated standards should set no more than broad, general curricular guidelines and should not be based on student achievement. (77)

***C79-57. Federal and State Legislative Mandates**—The National Education Association believes that federal and state legislative mandates regarding school programs should include teacher impact statements. These statements should include, but not be limited to, defining the impact of such mandates on—

a. Teaching resources and the personnel necessary to implement them.

b. Teacher in-service and training.

c. Teacher work load and additional compensation.

d. Priorities within the curriculum.

e. Written report requirements. (79)

New resolution.

D. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS

D-1. Noninstructional Aides and Auxiliary Personnel—The National Education Association urges local school systems to provide classroom teachers with a supportive staff to free the teacher from nonteaching duties. The Association also urges its affiliates and local school systems to become involved in the selection, orientation, training, and evaluation of noninstructional aides and auxiliary personnel.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of noninstructional aides and auxiliary personnel as an excuse to increase class size. It insists that noninstructional aides be used only for noninstructional assistance to the classroom teacher.

The Association condemns the practice of assigning noninstructional aides who hold teaching certificates to professional assignments without changing their status on salary schedules commensurate with the new assignment. The Association urges its local affiliates to negotiate for the payment of the appropriate professional salary to noninstructional aides holding teaching certificates during the time they may be assigned professional duties. (69, 70, 72, 76, 77)

D-2. Selection of Materials and Teaching Techniques—The National Education Association believes that decisions on which school learning experiences and teaching techniques will develop a student's talents are best made by a teacher who knows the learner. Teaching quality depends on freedom to make such decisions. Teachers must select instructional materials without censorship. Challenges of the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations which restrict the selection of a diversity of instructional materials or which limit educators in the selection of such materials. (69, 71, 75)

D-3. Cultural Diversity in Instructional Materials and Processes—The National Education Association believes that educational materials and processes should portray our cultural diversity and the contributions of ethnic-minority groups. Ethnic-minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitude and recommendations from various segments of the literary world. The Association also acknowledges that many contemporary texts related to ethnic-minority groups do not portray realistically their life-styles, but convey a negative self-concept to ethnic-minority students.

The Association believes that educators should adopt and use only those basal texts and other educational materials that include accurate portrayals of the role of ethnic minorities in the past, present, and future educational processes. (69, 72, 73, 75)

D-4. Academic Freedom—The National Education Association believes that academic and professional freedom is essential to the teaching profession. Controversial issues should be a part of instructional programs when judgment of the professional staff deems the issues appropriate to the curriculum and to the maturity level of the student. Academic freedom is the right of the learner and his/her teachers to explore, present and discuss divergent points of view in the quest for knowledge and truth.

Professional freedom includes the teacher's right to evaluate, to criticize, and to advocate his/her personal point of view concerning the policies and programs of the schools. The teacher also has the right to assist colleagues when their academic or professional freedom is violated. (69)

D79-58. Sexism in Education. The National Education Association believes that educational materials and processes should accurately portray the contributions of women both in the past and the present and that women must be involved in the selection of these materials and in preparing teachers for their use.

The Association recognizes that many instructional materials portray women and men in sex-stereotyped roles. It urges educators to use those instructional materials that portray various careers and personal roles as acceptable and attainable for all individuals.

The Association endorses the use of nonsexist language by all schools. It further believes that sexism and sex discrimination must be eliminated from the curriculum. (75)

E. PROTECT THE RIGHTS OF EDUCATORS AND ADVANCE THEIR INTERESTS AND WELFARE

E-1. Physical Environment for Learning—The National Education Association believes that the physical environment for learning must keep pace with the growth in the number of students and the changes in methods of teaching and of presenting instructional materials. Schools must be safe, healthful, and attractive. Instructional space must be flexible. Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (69, 77)

***E-2. Professional Salaries**—The National Education Association believes that salary policies should be based on clearly defined factors that are applicable to salaries for all professional services. Extra duties performed by educators should be on a voluntary basis and should be accompanied by extra-duty pay.

The Association believes that instructional performance pay schedules, such as merit pay, are inappropriate because of the complexity of the teaching-learning process.

The Association also believes that local affiliates can best promote the economic welfare of all educators by following the salary standards developed at the state and national levels. (69, 70, 72, 73, 74, 75, 79)

Added new middle paragraph.

E-3. Tax Deductions for Professional Expenses—The National Education Association believes that educators must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible, as an adjustment, from gross income in the computation of federal and state income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel for the maintenance and improvement of teaching skills, and those incurred by maintaining an office in the educator's home. (69, 74, 76, 78)

E-4. Teacher Retirement—The National Education Association shall provide leadership in teacher retirement and believes that state and local retirement systems and programs should include—

a. Boards of trustees, the majority of which are elected by and from the membership.

b. Actuarial and investment policies that produce sound financing.

c. Annual independent review and audit.

d. Full vesting after not more than 5 years of service.

e. Provisions permitting the purchase of at least 10 years of teaching credit earned while a member of another retirement system and credit for leaves for maternity/paternity.

f. Normal retirement of at least 50 percent of the highest single year's rate of salary after 20 years of creditable service, where actuarially sound, and with destacking provisions; voluntary retirement under these provisions.

g. Eligibility for disability benefits after 5 years of service.

h. Automatic cost-of-living increases to retirees and beneficiaries.

i. A joint federal-state program to provide those who have taught in two or more states, or in the Overseas Dependents School System, or other government schools, with benefits substantially the same as they would receive if they retired after a career in one state. Affiliates support of state statutes compatible with the proposed federal Mobile Teachers Retirement Assistance Act or any program providing comparable portability coverage and Association assistance in preparing and promoting such legislation.

j. Full federal funding and equitable administration in the granting of teacher retirement credit for military service.

k. Nondiscrimination on the basis of sex or marital status.

l. Retirement credit for unused sick leave.

m. All compensation, including extra duty pay, in computing final average salary.

n. Benefits not reduced by other sources of income, including Social Security benefits.

o. Pre-retirement counseling.

p. Retirement housing facilities for teachers.

q. Teachers' contributions and benefits that are not subject to federal income taxation.

r. Internal Revenue Service rules and regulations which are not discriminatory.

s. Annual financial statement distributed to all members.

t. Tax-sheltered annuity and deferred compensation plans with a broad choice of programs that would be available to all members. (69, 72, 73, 74, 75, 76, 77, 78)

E-5. Nondiscriminatory Personnel Policies/Affirmative Action—The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activity, age, marital status, family relationship, sex, or sexual orientation.

The Association urges the development and implementation of affirmative action plans and procedures that will encourage employment of women and minority persons at all levels.

It may be necessary to give preference in the hiring, retention, and promotion policies to certain racial groups or women or men to overcome past discrimination. (69, 71, 72, 73, 74, 75, 77)

E-6. Collective Bargaining and Grievance Procedures—The National Education Association believes that local affiliates and governing boards must negotiate written master contracts. Such contracts shall result from negotiation in good faith between associations and governing boards, through representatives of their choosing, to establish, maintain, protect, and improve terms and conditions for professional service and other matters or concern, including a provision for agency shop.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association also recommends that state affiliates seek statutory penalties for governing boards that do not bargain in good faith or do not comply with negotiated contracts.

The Association believes in the necessity of federal collective bargaining for teachers, but it will also pursue collective bargaining legislation in each state to protect the rights of teachers. (69, 70, 71, 72, 73, 75, 76)

E-7. Written Personnel Policies—The National Education Association insists that personnel policies be written and be developed cooperatively by local associations and their local boards of education or appropriate governing bodies. The Association further insists on a cooperative review for improvement of the personnel policies. Where it exists, improvements will be made through the negotiation process. (69, 72, 78)

E-8. Continuing Employment and Fair Dismissal Practices—The National Education Association believes that federal and state laws must provide for the continuing employment of educators.

The Association also believes that laws and master contracts must afford educators adequate written notice of hearing, including charges; representation by legal counsel with the right to cross-examine witnesses and present evidence; and a decision rendered by an impartial decision maker before demotion, dismissal, or nonrenewal of contract. Upon consolidation or separation of school districts, tenure, salary, and fringe benefits shall be no less favorable than any in effect prior to reorganization.

The Association opposes tenure quotas. (69, 70, 74, 77, 78)

E-9. Privileged Communications—The National Education Association believes that communications between certificated personnel and students must be legally privileged. It urges the united teaching profession to seek legislation that provides this privilege and protects both educators and students. (74, 75)

***E-10. Basic Benefits**—The National Education Association believes that school systems must provide basic benefits including, but not limited to, the following—

a. Comprehensive health insurance

b. Sick leave, with unlimited accumulation

c. Personal leave

d. Maternity/paternity leave

e. Sabbatical leave

f. Paid professional leave

g. Paid association leave

h. Workmen's compensation

i. Life insurance

j. Severance pay

k. Tuition reimbursement

l. Personal assault protection

m. Long-term disability insurance

n. Benefit extension for laid-off employees

o. Religious leave. (79)

New continuing resolution.

E-11. Fringe Benefits—The National Education Association believes that school systems must provide fringe benefits to ensure the personal welfare of school personnel and their dependents. (69, 76, 77)

***E-12. Strikes**—The National Education Association believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends several procedures to be used in resolution of impasse, such as mediation, fact-finding, binding arbitration, political action, and strike, if conditions make it impossible for teachers to provide quality education. In the event of a strike by professional employees, extracurricular and cocurricular activities must cease. Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency certification or placement practices that constitute strikebreaking.

The Association also believes that when a teacher picket line is established by the authorized bargaining unit, crossing it is strikebreaking and unprofessional and jeopardizes the welfare of teachers and the educational process. The Association denounces the practice of keeping schools open during a strike.

The Association condemns the use of the *ex parte* injunction; the jailing of teachers; excessive bail; firing of teachers; fines; decertification of an organization as the bargaining agent; and the revocation or suspension of tenure, certification, and retirement benefits in school work stoppages. The Association urges the state and federal governments to enact, where they do not exist, statutes guaranteeing teachers due process of the law when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued. (69, 70, 71, 73, 74, 75, 76, 77, 79)

Added new concepts in first sentence of last paragraph.

E-13. Social Security—The National Education Association believes that Social Security should be available to eligible teachers where desired, but shall not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association also believes that teachers who are presently covered under Social Security should strive to remain in the program. It insists on a referendum that would require a majority of affirmative votes of those eligible to vote before a governmental agency files notice to withdraw from the program. If the employee organization votes against withdrawal, cooperative educational and legislative campaigns to forestall withdrawal should be organized and coordinated with other public employee groups.

The Association urges the reform of Social Security laws to eliminate offset provisions that are discriminatory and discrimination based on sex, marital status, or time of retirement and to reduce the retirement age. No benefit promised or no benefit for which money has been collected should be withdrawn without adequate replacement.

The Association further believes that Social Security retirement and survivor benefits should be based upon the Social Security program and Social Security taxes. Health and disability programs should be removed from the Social Security program and financed from general tax revenues. (77, 78)

***E-14. Teachers in the Civil Service Retirement System**—The National Education Association believes that the retirement program for teachers in the Bureau of Indian Affairs; Health, Education, and Welfare; Department of Defense Dependents Schools; and Department of Defense Section Six schools should remain in the Civil Service Retirement System and should not be merged with the Social Security system. (79)

New continuing resolution.

E79-59. Salary Goals—The National Education Association insists that a professional salary schedule for faculty members should—

a. Be based upon preparation, experience, professional growth, and length of service.

b. Have structural continuity through the use of an index or percentage guide.

c. Be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials.

d. Provide scheduled minimum salaries which are competitive with beginning salaries paid to college graduates entering business and industry and adjusted annually through negotiated contracts which result in a doubling of the current annual minimum salary within ten years of faculty experience.

e. Provide a differential of 15 percent or more between the scheduled minimum salary for the bachelor's degree and master's degree scales.

f. Have automatic annual increments for experience which are in no case less than 10 percent of the bachelor's degree minimum.

g. Establish salary credit for intermediate preparation levels between full year schedules to encourage academic advancement.

h. Assure that initial placement, advancement on the salary schedule, and promotions are based on objective criteria to eliminate the disparities which currently exist among faculty members of comparable preparation, experience, and length of service.

i. Place newly appointed faculty on step according to their teaching experience, allowing full credit for all previous service.

j. Be applied in actual practice in an equitable manner so that teachers are not penalized in changing assignments.

k. Assure that salary paid for summer, continuing education programs, and extended contracts is not less than the rate for regular contract pay.

l. Permit no discrimination as to grade or subject taught, residence, creed, race, sex, marital status, or number of dependents.

m. Be developed through the process of collective bargaining.

n. Compare favorably with income in other professions and occupations of comparable preparation and responsibility.

o. Include a cost-of-living adjustment, based upon the consumer price index, which is in addition to the regular pay scale and payable to the employee.

The Association further urges its affiliates to seek the repeal of laws limiting maximum salaries for educators. (69)

E79-60. Access to Copyrighted Instructional Materials—The National Education Association believes that maximum access to teaching materials is of vital concern to every teacher. It recognizes that the present copyright law provides for two parallel sets of rights—the rights of those who create such materials to profit from their efforts and the rights of those who teach to use those materials in teaching.

The Association insists that the public interest requires that the copyright law include an expanded "not-for-profit" clause coupled with a fair use provision to guarantee to teachers and educational institutions use of copyrighted materials, recognizing a limited right to copy and record such materials for nonprofit educational purposes, including educational broadcasting and technology. It believes that tapes of commercial television programs should be permitted when used for classroom purposes.

The Association further insists that the duration of copyright not be extended beyond the present term of 28 years with a 28-year renewal period. (69)

E79-61. Accountability and Assessment—The National Education Association recognizes that the term *accountability*, as applied to public education, is subject to varied interpretations. The Association maintains that educational excellence for each child is the objective of the education system. The Association believes that classroom teachers can be accountable only to the degree that they share responsibility in educational decision making and to the degree that other parties who share this responsibility—legislators, other government officials, school boards, administrators, parents, students, and taxpayers—are also held accountable.

The Association believes that there should be no single or statewide accountability system. It will resist any attempt to transform assessment results into a national or state testing program that would seek to measure all students, teachers, or school systems by a single standard and thereby impose upon them a single program, rather than providing opportunities for multiple programs and objectives. The Association believes that specific behavioral objectives should not be used as course objectives, nor as a basis for determining accountability.

The Association opposes the unquestioned pursuit of behavioral objectives and insists upon—

a. A critical examination of the effects of use of behavioral objectives.

b. The identification of areas where behavioral objectives are useful but not harmful.

c. The acceptance of alternative statements of objectives.

d. Recognition that evidence of learning is not always available upon request or demand.

e. Recognition that performance criteria are not always uniformly or universally applicable to a given population. (71)

E79-62. Recording Devices in Schools—The National Education Association encourages the creative and innovative use of television, videotapes, and audiotape recording devices for improving instruction and for self-evaluation or professional competence.

The Association insists that the recording or electronic surveillance of the work of any educator without that person's permission must be prohibited. Any subsequent use of a recording or information obtained by electronic surveillance must have the educator's permission. (74)

E79-63. Differentiated Staffing—The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless—

a. Local affiliates act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing.

b. The responsibilities of certificated and noncertificated staff are defined by certificated staff.

c. The community is kept informed and its cooperation sought.

d. Funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the Association's principles for professional salaries.

The Association is aware of the misuse of differentiated staffing plans and will assist its affiliates in correcting such abuse. (69)

E79-64. Education in the Bureau of Indian Affairs—The National Education Association supports the efforts of the National Council of Bureau of Indian Affairs Educators to achieve quality education for Indian children. The Association urges and will support a change in BIA policies to provide BIA teachers the rights accorded other educators. (71)

E79-65. Protection of Educators—The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of educators and other school personnel from physical attacks on their persons or property, and that provide reimbursement for loss. In no event shall time lost due to injury caused by such physical attacks be deducted from the teacher's accumulated sick leave.

The Association will also develop guidelines for action leading to prevention of verbal abuse or harassment of educators and other school personnel by any individuals. Educators must take the responsibility to call attention to such cases so that appropriate action may be taken.

The Association believes that the local association must have the right to reflect the concerns of the profession at a student suspension or expulsion hearing.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools. (70)

***E79-66. Protection of Teacher Advocates**—The National Education Association believes in the fundamental right of teachers and all school employees to organize in their own self-interest and to speak out in defense of teachers, other school employees, students, and parents without fear of reprisal.

The Association condemns those boards of education, administrators, and public officials who attempt to fire, demote, transfer, or give punitive assignment to school staff members for their leadership in school employee organizations or their forthrightness in questioning apparent violations of their terms of employment. Such actions are an affront to the dignity of all school employees and a desecration of the principles of a democratic education system.

The Association also believes that school administrators, boards of education, and other public officials should respect the dignity of school personnel and reaffirm the rights of citizens to organize through representatives of their own choosing as well as their rights to exercise all other constitutional guarantees.

The Association insists that local governing boards and administrators respect the right of Association members to use school property, such as teacher mailboxes and meeting rooms, for communication without censorship, prior restraint, or other interference.

The Association shall pursue every recourse to achieve redress of wrongs done to school employees and work for guarantees assuring school employees that reasonable pursuit of their representational responsibilities will cause them neither intimidation, harassment, nor loss of employment. (76)

Added new fourth paragraph.

E79-67. Employment in Overseas Dependents Schools—The National Education Association believes that the overseas dependents schools operated by the Department of Defense should adopt employment practices consistent with federal legislation and with the Association's established policies.

The Association believes that all teachers should share equal responsibilities and that equal rights, benefits, and entitlements should be accorded to all teachers who are employed overseas. (71)

E79-68. Unemployment Compensation—The National Education Association supports the inclusion of educators in unemployment compensation legislation at the state and federal levels. (72)

E79-69. Assignment of Substitutes—The National Education Association condemns the practice of assigning substitute teachers to regular teacher positions. Such positions should be filled by available certificated teachers who are eligible to be placed on contractual status by the school district. The Association condemns the practice of utilizing certificated teachers to substitute for personnel on extended leave, without providing full pay benefits for the substitute. (75)

E79-70. Summer School, Extended School Year, and Year-Round Schools—The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, the extended school year, and year-round schools. Policies governing summer school, the extended school year, and year-round schools must be in accordance with the Association's principles for professional salaries and class size. Employment in these programs must be on a voluntary basis. (75)

E79-71. Underutilization of Teachers—The National Education Association condemns the underutilization of teachers in the nation's schools, which has resulted in unemployment among professional educators at a time when the need for intensifying public education and re-education has reached crisis proportions. (75)

E79-72. Staff Retention—The National Education Association urges its affiliates to negotiate in master contracts criteria to be utilized should reduction in force (RIF) occur. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action. Contracts should establish recall procedures that provide priority job opportunities on a seniority basis to teachers unemployed because of reductions in force. Neighboring districts are encouraged to establish jointly such procedures on a regional basis that would provide priority hiring of laid-off teachers.

It must be recognized that reduction of supportive staff and special staff and nonreplacement of retiring and other resigning teachers are both forms of reduction in force. (75)

E79-73. Right to Privacy—The National Education Association believes that teachers should be guaranteed rights of privacy equivalent to those afforded students and parents under federal legislation. These rights must include—

a. The right to access to materials in personnel files, which includes being provided a list of all records maintained by an educational institution, being able to inspect and review such records, obtaining copies of records, explanations and interpretations of such records, and a record of past accesses.

b. The right to access to records, to respond to any record, and to challenge records through formal or informal hearings.

c. The right to provide or withhold consent on the release of such records, including the right to receive copies of released materials and to purge inaccurate, misleading, and distorted materials.

d. The right to notification and enforcement of these rights by educational institutions. (75)

E79-74. Educators and National Service—The National Education Association believes that an educator whose career is interrupted because he/she is called to active service by the National Guard or the reserves, or who fulfills a statutory military obligation, should be guaranteed reemployment and other benefits that would accrue if the educator continued in a position with the school system, such as continued tenure, salary increments, and service credit toward retirement. (75)

E79-75. Protection of Retirement System Assets and Earned Benefits—The National Education Association believes that retirement system assets can be invested in all types of investments. Equal consideration should be given to probable income and probable safety of the capital. All retirement benefits earned by teachers should under the law be payable to such teachers.

The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions involve either a misuse of assets or the failure to appropriate required funds to the system. Both practices result in increasing accrued liabilities, which reduce the financial soundness of the system and jeopardize the security of teacher retirement benefits.

The Association believes that these incursions on retirement systems can best be prevented by the passage of preventive federal and/or state legislation. (76)

E79-76. Save Harmless—The National Education Association believes that whenever any civil action has been or shall be brought against any person holding any office, position, or employment under the jurisdiction of any board of education, including student teacher, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment, or student teaching, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom; and said board may arrange for and maintain appropriate insurance to cover all such damages, losses, and expenses.

The Association also believes that should any criminal action be instituted against any such person for any such act or omission and should such proceeding be dismissed or result in a final disposition in favor of such person, the board of education shall reimburse that person for the cost of defending such proceeding, including reasonable counsel fees and expenses of the original hearing or trial and all appeals. (76)

E79-77. Misuse of Part-time Faculty—The National Education Association believes that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. Part-time faculty should receive the same salary and fringe benefits as full-time faculty prorated according to the work load. The Association also believes that part-time faculty should not be employed for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time faculty positions. (76)

E79-78. Noninstructional Support Staff—The National Education Association believes that greater emphasis must be placed upon securing and maintaining the most capable noninstructional support staff, such as secretaries, clerks, custodians, cafeteria workers, and playground supervisors. The Association recognizes that the noninstructional staff shares the same community of interest with the professional staff. The Association urges that salaries and benefits for the noninstructional staff be competitive with those for similar positions in private industry and business within the geographic area. (77)

***E79-79. Health Examinations**—The National Education Association opposes the imposition of physical and mental examinations by local school authorities for the purpose of harassment of teachers.

The Association urges its local affiliates to develop, in cooperation with the local school authorities, guidelines to determine under what circumstances a physical or mental examination of certificated personnel might be deemed necessary.

The Association believes that the costs of any required physical or mental diagnostic procedure should be incurred by the federal, state, or local agency that requires such procedures. (77)

Added new third paragraph.

E79-80. Higher Education Bargaining—The National Education Association is opposed to the designation of the executive branch of the state government as the college and university employer for purposes of collective bargaining.

The Association shall seek, as a condition for federal funding, that the boards of colleges and universities remain as independent agencies, apart from the executive branch of government. (77)

***E79-81. Medication in Schools**—The National Education Association urges its affiliates to establish procedures for students who must use prescribed medication during school hours. Procedures should include a physician's written verification of the student's need for medication, written permission of the parent or guardian, and proper storage of the medication.

The Association also urges its affiliates to work for legislation that will protect school personnel from all liability when the adopted procedure is followed and if school personnel refuse to administer medication under any other circumstances. (77)

Changed "ingest" to "use" in first sentence.

E79-82. Transportation Liability Insurance—The National Education Association urges its affiliates to seek the enactment of state and local legislation that would require local school systems to provide and to incur the expense of transportation liability insurance for teachers who are requested or required to transport students by private vehicle for any school-related function. (78)

***E79-83. Wage Controls**—The National Education Association is opposed to the imposition of wage controls, voluntary or mandatory, that place public employees in an economic position inferior to that of employees in other sectors of the economy. (79)

New resolution.

F. SECURE PROFESSIONAL AUTONOMY

F-1. Professional Autonomy—The National Education Association believes the profession must govern itself. The Association also believes that each state should have a professional standards board, with a majority of K-12 public school classroom teachers. Professional standards boards should have the legal responsibility for determining policy and procedures for teacher certification, approval of teacher certification, approval of teacher preparation programs, recognition of national accreditation of preparation programs, and programs designed to improve teacher education. (69, 75)

G. UNITE EDUCATORS FOR EFFECTIVE CITIZENSHIP

***G-1. The Educator as a Citizen**—The National Education Association believes that every educator has the right and obligation to be an informed and politically active citizen. It supports voter education to alert new voters to voting laws and procedures and key political issues. It urges local affiliates to seek written governing board policies to guarantee educators their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office. Provisions should be made to enable educators to serve in public office without curtailment of annual increments, tenure, retirement, or seniority rights, or to serve on jury duty without personal financial loss.

Major decisions affecting schools and colleges are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of educators to involve themselves in the selection, election, and reelection of qualified, committed candidates who support goals that will provide quality education. (69, 72, 76, 79)

Rewrote first paragraph. Deleted "the established" preceding "goals" in last sentence of second paragraph.

***G79-84. One-Person-One-Vote** — The National Education Association believes that the principle of one-person—one-vote must apply at all levels of government including the election of the President of the United States.

The Association urges its affiliates to promote the ratification of the amendment to the U.S. Constitution that would provide for full representation of the District of Columbia in the Congress of the United States. (69)

Added new second paragraph.

G79-85. The Right To Know—The National Education Association recognizes that the survival of a constitutional representative democracy is inherently dependent upon an informed electorate. Open meeting and public disclosure laws are essential to permit the monitoring of governmental actions.

The Association therefore commits itself to protect the right of its members, both as voters and as educators of future voters, to be informed by their government to the fullest extent on all domestic and foreign policy, duly observing obvious national security interests. (72)

H. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

H-1. Integration in the Public Schools—The National Education Association believes it is imperative that full integration of the nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices such as geographic realignment, pairing of schools, grade pairing, satellite, and magnet schools. Some arrangements may require bussing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association will assist its affiliates to assure that educators, parents, and students are involved in the development of plans designed to achieve integration. It urges state and federal agencies to provide funds necessary to implement integration programs, including funds for student transportation. The Association also urges participation in citizen advisory committees consisting of teachers, parents, representatives of community organizations, business, clergy, media, and ethnic representatives in developing and implementing student desegregation plans.

The Association will continue to oppose vigorously the systematic displacement or demotion of Black teachers and administrators to achieve integration. It also opposes actions of boards of education to finance integration plans through reduction of school staff. (69, 70, 74, 77)

H-2. Human Relations in the School—The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—

a. School recruitment policies that will ensure culturally diverse certificated and support staffs.

b. The development of ways to improve police-community and student-police relations through the joint efforts of school, community, and law enforcement agencies.

c. The reduction of the ratio of students to certificated staff to the level teachers determine, in each case, is essential to improved learning.

d. Further research and development of ways to identify and educate personnel who exhibit prejudiced behavior detrimental to the school environment.

e. The training of police in behavioral sciences, sociology, and human relations. (72, 76)

H-3. Martin Luther King Day—The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations urge their governors to proclaim January 15 as "Martin Luther King, Jr., Day." The Association calls upon the President of the United States to proclaim January 15 a national holiday. The Association encourages its affiliates and all school systems to plan observances of this date that will promote goodwill among all persons. (69, 70, 75)

H-4. Fair Housing—The National Education Association believes that all citizens should be free to reside in the communities of their choice. Local affiliates should lead in breaking down barriers that limit this freedom. The Association opposes the lending practice of "redlining" and urges affiliates to work toward its elimination. (69, 73, 76)

H-5. Equal Opportunity for Women—The National Education Association insists that all persons, regardless of sex, be given equal opportunity for employment, promotion, compensation, and leadership in all activities.

The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which states: "Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex." The Association urges its affiliates to support ratification of the amendment. It also supports the enactment and full funding of the Women's Education Equity Act.

The Association believes that the Equal Employment Opportunity Commission must have "cease and desist" authority to act in all cases of discrimination based on race, creed, color, national origin, and sex.

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include maternity leave; paternity leave; leave for adoption of a child; child-care leave; and professional leave, which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association urges the establishment of Women's Education Committees in local and state associations as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated from the curriculum.

The Association endorses the use of nonsexist language by the united teaching profession.

The Association supports the United States Supreme Court decisions that guarantee reproductive freedom to all women. The Association urges all branches of federal, state, and local governments to give high priority to complying with these Supreme Court decisions and to making available all methods of family planning to women unable to take advantage of private facilities. (69, 71, 72, 73, 74, 78)

H-6. Civil Rights—The National Education Association is committed to the achievement of a totally integrated society and calls upon Americans to eliminate by statute and practice barriers of race, national origin, religion, sex, sexual orientation, age, handicap, and economic status that prevent some citizens from exercising rights that are enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgement of human and civil rights. Citizens must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. (69, 70, 72, 77)

H-7. Institutional Discrimination—The National Education Association shall not participate in programs sponsored by organizations which deny membership to certain segments of our society on the basis of race, creed, sex, or ethnic background when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilites of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations, and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association further urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses and to encourage their students to assess their relationship to such organizations. (74)

***H79-86. Student Testing**—The National Education Association recognizes that testing of students may be appropriate for such purposes as—

a. Diagnosing learning needs.

b. Prescribing instructional activities.

c. Measuring student progress in the curriculum content utilizing tests prepared or selected by the classroom teacher.

The Association opposes the use of tests that deny students full access to equal educational opportunities.

The Association opposes the use and will continue to seek the elimination of standardized tests, which are—

a. Damaging to a student's self-concept and contribute to the self-fulfilling prophecy whereby a student's achievement tends to fulfill the negative expectations held by others.

b. Biased against those who are economically disadvantaged or who are culturally and linguistically different.

c. Used as the only means for tracking students.

d. Invalid, unreliable, out-of-date, or restricted to the measurement of cognitive skills.

e. Used as a basis for the allocation of federal, state, or local funds.

f. Used by book publishers and testing companies to promote their financial interests rather than to improve measurement and instruction.

g. Used by the media as a basis for invidious public comparisons of student achievement test scores.

h. Used to test performance levels as a criterion for high school graduation.

i. Inappropriate for the use intended.

j. Used to evaluate teachers. (78)

Added "as the only means" after "used" in section "c." Changed "and" to "or" in section "d." Added new section "i" and relettered old section "i" to "j."

H79-87. Athletic Programs—The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff must be equally allocated between female and male programs. (74)

H79-88. Invasion of Privacy—The National Education Association is alarmed at the increasing surveillance of individual citizens by private and governmental agencies and school authorities. The cross-filing and interchange by private and governmental agencies of computerized information includes prejudicial reports on citizens, including students and teachers, descriptions and geographic locations of individuals who petition for redress of grievances, and of those who are involved in civil rights activities.

The Association is opposed to such practices on the part of governmental and private agencies. It is committed to effect the immediate cessation of such surveillance and elimination of information obtained thereby. (70)

H79-89. Voting Requirements—The National Education Association urges its affiliates to seek legislation that will provide simplified absentee voting provisions for all elections and uniform registration requirements without restrictive residency provisions. (71)

H79-90. Desegregation Delay—The National Education Association opposes any attempts to delay or impede implementation of desegregation orders. (76)

H79-91. Discrimination Against the Handicapped—The National Education Association believes that public facilities should not discriminate against the handicapped. It urges its affiliates to support legislation to remedy such discrimination. (76)

H79-92. Sectarian Practices in the School Program—The National Education Association believes that the constitutional provisions on the establishment of and freedom of religion in the First Amendment require that there be no sectarian practices in the public school program.

The Association opposes the imposition of sectarian practices in the public school program and urges its affiliates to do the same. (78)

H79-93. Physical Environment for Retirement—The National Education Association condemns those policies and practices tolerated at the state and federal levels that result in poor medical care, physical and mental abuse, excessive pharmaceutical charges, inadequate dietary programs, deteriorating living quarters, and untrained staff for patients and residents of nursing and retirement homes.

The Association urges its affiliates to join in political action to bring about legislative and administrative reform at the state and national levels. (78)

I. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN INDEPENDENT, UNITED TEACHING PROFESSION

I-1. Strong Professional Associations—The National Education Association believes its status as an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations. (74)

***I-2. Membership Participation in Associations**—The National Education Association believes that every educator has the right and obligation to participate fully in the professional association. It also believes that school policies should provide released time without loss of pay to educators fulfilling leadership responsibilities in professional organizations or attending professional meetings. (69, 70, 71, 74, 79)

Deleted sections "1" and "2".

***I-3. Minority Participation in Associations**—The National Education Association believes that at every phase of governance and on all decision-making levels of the united teaching organization there should be minority participation at least proportionate to the identified ethnic-minority population of that geographic level.

Ethnic minorities should be included as candidates for positions at all levels. The Association should promote minority participation in staff positions, program development, and the employment of women in staff positions.

The Association urges its affiliates to maintain the commitment to organizational policies and programs that promote the training and involvement of minorities at all levels of the organization.

The Association believes that there is a need for systematic evaluation of minority participation at all levels every two years and that these findings should be reported to the Representative Assembly. (72, 74, 79)

Changed "affiliates" in title to "associations." Rewrote resolution to include concept of proportionate minority participation.

***I-4. Evaluation of Merged Associations**—The National Education Association recognizes the need to evaluate the extent to which adopted merger agreements are implemented. Such evaluations should be made using the evaluative criteria established by the Executive Committee, including the following—

a. There is compliance with the terms of the merger agreement, in fact and in spirit.

b. There is a procedure available that assures members an effective means to resolve grievances.

c. There is a process that ensures that the unique contributions, history, and flavor of each former organization be retained and be visible in the new merged association.

The Association believes there is a need for systematic evaluation of state and local merger agreements every two years, the findings to be reported to the Representative Assembly. (79)

New continuing resolution (consists of section "2" of old I-2).

I79-94. Presidential Appointments—The National Education Association believes that the needs of all Americans for education of the highest quality demand that criteria for presidential appointments in the field of education be based on significant accomplishments in the educational community, and that partisan political factors should never be considerations of more than secondary importance.

The Association requests that presidential appointments of federal education officials be made only after screening and approval by a panel of professional educators established by the Association's Board of Directors. (70)

I79-95. Retired Teacher Participation—The National Education Association believes that the united teaching profession should ensure that retired teachers are afforded the opportunity to gain input into association programs and activities at the national, state, and local levels. (76)

I79-96. Supporting Locals in Jeopardy—The National Education Association believes that direct and immediate assistance should be afforded to those affiliates of the united teaching profession membership that exist within highly concentrated AFT, independent locals, or National Association of Professional Educators territories. Large support is needed to effect ultimately the desired membership growth within the Association. The Association urges its affiliates to initiate programs which will strengthen and enhance the local organizational structure. Continuous communications and interinvolvement of the local, state, and national bodies are keys to the success of the local affiliates in building solid professional organizations. (76)

NEA HUMAN RIGHTS REPORT
News of special concern to NEA minorities and women

NEA Joins ERAmerica in Washington Lawsuit

TACOMA, WASHINGTON—NEA is joining ERAmerica and other pro-ERA organizations in filing an amicus curiae (friend of the court) brief in defense of Washington state's ratification of the Equal Rights Amendment.

In a new legal attack, opponents of ERA—in this case, three state legislators—sued Governor Dixy Lee Ray and Secretary of State Bruce K. Chapman, challenging the Washington legislature's ratification of ERA. The three legislators claim that because the original seven-year deadline for ratification expired on March 22, Washington state's 1973 ratification is null and void.

Congress last year extended the deadline for ERA's ratification until June 30, 1982. Thirty-five states have ratified (though three have attempted to rescind their previous approval), leaving three more states needed to ratify and put women in the U.S. Constitution.

At the request of the U.S. Department of Justice, the case has been removed from Washington's state supreme court in Olympia to federal district court in Tacoma. The Justice Department represents the General Services Administration, which has custody of the states' ratification documents.

NEA, through the ERAmerica coalition, contends that the validity of ratification is a political question to be decided by Congress, not by the courts.

In a lawsuit decided earlier this year by U.S. District Judge Elmo B. Hunter in Missouri, the court ruled that the boycott of unratified states by the National Organization of Women and other organizations is protected under constitutional rights to influence political action.

NEA was cited by Judge Hunter in his opinion as a group that took boycott action early on, in July 1975. NEA Government Relations specialist Rosalyn Baker testified in the trial. Since the Miami Annual Meeting of 1976, which had been previously contracted for, NEA has refused to hold its Representative Assembly—which attracts 20,000 people—in any of the 15 unratified states.

Not only did NEA lobby Congress last year to extend the ratification deadline, but teachers throughout the nation continue to work for the constitutional recognition of women.

As NEA President John Ryor observed this spring, "We support the Equal Rights Amendment because it is right, because it is just, and because it is long overdue."

"Education, historically a major employer of women, has routinely discriminated against women in terms of compensation, leadership, and promotion," Ryor said. "Ironically, male teachers have also suffered from the perception of education as 'women's work,' and have been accordingly undervalued and underpaid."

"Women are not going to crawl into the Constitution—we're going to march into it proudly!" stated Ellie Smeal, president of the National Organization for Women, at Washington, D.C., press conference marking the expiration of ERA's original ratification date. "We have won three additional years to clear the air of the distortions and myths of our opponents."

"Teachers should help prepare young women for equality by keeping them in science and math courses, by helping to develop their athletic abilities, and by making choices available," former NEA President Elizabeth D. Koontz (1968-69) told the NEA Reporter at Joint ERAmerica/National Organization for Women press conference. Koontz, who left the NEA presidency to become director of the Women's Bureau, U.S. Department of Labor, now works as assistant state superintendent, North Carolina Department of Public Instruction. She also remains on the U.S. President's National Advisory Commission on Women, despite the resignations of many members earlier this year following the firing of Bella Abzug, because "someone has to be on the inside and tell the President what to do."

Human Rights Awards Dinner July 3 in Detroit

The 1979 Human and Civil Rights Awards Dinner will be held Tuesday, July 3, during NEA convention week in Detroit.

The eight human rights awards to be presented are: the H. Councill Trenhom Memorial Awards—for advancing intergroup understanding within the education profession; the Carter G. Woodson Memorial Award—for promoting the observance of Afro-American History Month; the Rosena J. Willis Memorial Awards—for having the most effective state and most improved local human relations programs; the Leo Reano Memorial Award—for contributing most to First American education; the George I. Sanchez Memorial Award—for contributing most to the education of Hispanic Americans; the Award for Creative Leadership in Women's Rights—for advancing educational opportunity for women and girls; the Award for Leadership in Asian and Pacific Island Affairs—for advancing educational opportunity for Asians and Pacific Islanders in the U.S.; and the Whitney M. Young, Jr., Memorial Award—for enforcing equal employment opportunity and fair hiring practices.

The Irvamae Applegate Award for International Relations will be presented to a teacher who has furthered international understanding.

With the coupon below, state affiliates may order both individual tickets and tables of 10 seats to keep their state delegations together during the dinner. Individual members may also use the coupon to buy tickets from their state associations or from NEA Teacher Rights.

TUESDAY, JULY 3, 1979: NEA Human and Civil Rights Awards Dinner, The Detroit Plaza Hotel, Detroit, Michigan

____
Last Name **First** **Middle**

____
Association

____
City **State**

( ) ______________________________
Area Code **Telephone No.**

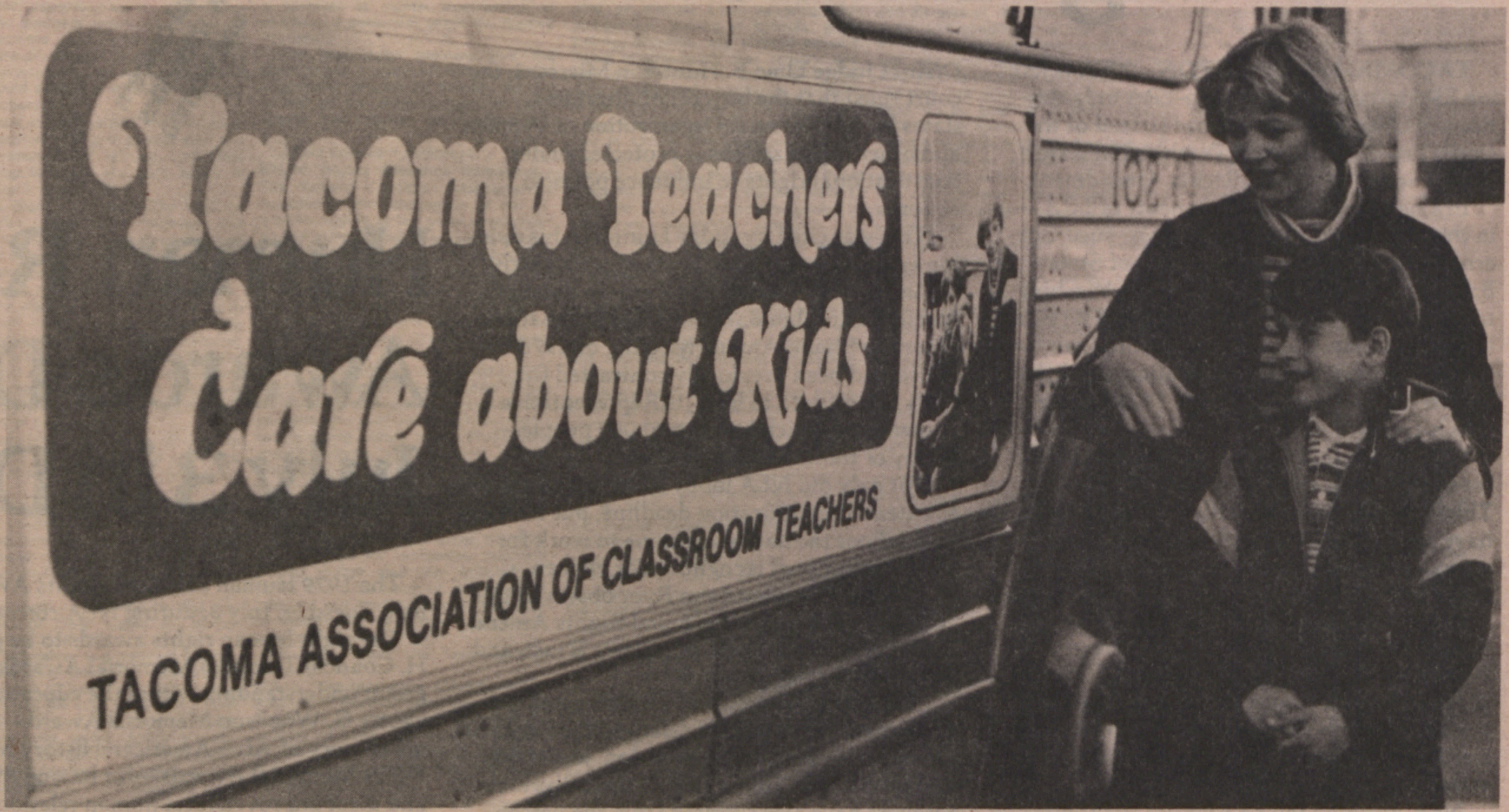
I will order ________ blocks of 10 tickets to the dinner at $220.00 per block. ($10.00 discount per table if received by June 15.) Each block of 10 tickets represents one (1) table, seating 10 persons, for dinner.
and/or
I will order ________ tickets at $22.00 per ticket. ($1.00 discount if received by June 15).

Enclosed is a (check/money order) in the amount of $________ which represents total payment for ________ tickets. Make checks/money orders payable to Teacher Rights. Mail to NEA, 1201 16th Street, N.W., Washington, DC 20036. Attn: Cashier. For further information, contact Lynette Johnson at 202/833-4267.

Note: All tables are reserved and table numbers are printed on tickets. Guests will be seated by table number based upon the date of receipt. Early reservations will receive preferential seating. NO TABLES WILL BE RESERVED UNTIL CHECKS/MONEY ORDERS HAVE BEEN RECEIVED AND CLEARED. NO TICKETS WILL BE MAILED. ALL TICKETS WILL BE DISTRIBUTED AT THE TICKET BOOTH AT THE CONVENTION—COBO ARENA, BEGINNING JUNE 30.

Getting the Community on the Teacher's Side

Thirty public buses carry this placard through the city of Tacoma to enhance the image of teachers, the association, and the Tacoma schools. Nancy Manning, teacher at Baker Junior High School, and one of her students posed for the photograph.


Tacoma Teachers
Care about Kids
TACOMA ASSOCIATION OF CLASSROOM TEACHERS

Associations Build Year-Round Programs To Show That Teachers Care

Teachers in Alaska helped sponsor dog-sled teams in the Iditarod, an annual Alaskan event that involves a 1,000-plus-mile race through the frozen, barren tundra from Anchorage to Nome.

Tucson teachers celebrate their first-place trophy in the Multiple Sclerosis Marathon. Two hundred and thirty Tucson teachers ran in the event as part of the association's community relations program.

THE BOX
ATHLETES RUN FOR MS
START

A growing number of NEA local affiliates are developing and maintaining year-round community relations programs. These programs are designed to build and enhance the teacher image in their communities.

- In Anchorage, Alaska, teachers helped sponsor the big event known as the Iditarod, a 1,000-plus-mile dog-sled race from Anchorage to Nome.
- In Tucson, Arizona, 230 teachers ran in the Multiple Sclerosis marathon, and the Tucson Education Association walked away with the first-place team trophy.
- In Tacoma, Washington, teachers helped support their community's annual spring event, the Tacoma Daffodil Festival.

Tacoma Strike Launches Its Program

The Tacoma Association of Classroom Teachers launched its community relations program following a 29-day strike last fall. TACT's program uses a shotgun approach—it scatters information about teachers and the schools through publication and distribution of a monthly community newsletter; through transit bus advertising; by participation in community events, radio spots, and speakers bureaus; and through active membership in many community groups.

The need for a more effective communication link with the community became critical during the Tacoma strike. The local newspaper, the *Tacoma News Tribune*, hit a repetitious anti-teacher chord throughout its strike coverage. It became apparent that the local paper and the school board were working in concert to break the strike and the association. To make matters worse, the newspaper owns KTNT-TV and controls the most commonly listened to AM radio station (KTNT).

Efforts to counter the local media's push to destroy the image of teachers began with a community newsletter called *TACT Community News*, a handsome four-page monthly publication that describes good teaching programs and practices in the school system.

With a circulation of 3,000, *TACT Community News* reaches interested parents and organizations throughout the district. The original mailing list came from classroom teachers who were asked to submit names of parents who supported the strike. Other citizens who have seen the publication called, asking that their names be added to the mailing list—the circulation continues to grow. The newsletter is now in its fourth month of publication and is receiving continuous praise from its readers.

The Tacoma bus advertising program tries to heighten the visibility of the association and to publicize the fact that teachers care about students and care about improving education in the district. Thirty buses that travel throughout the city carry placards on their sides with slogans and photographs of teachers and students in ideal classroom situations. These messages, changed every two months, always show a teacher giving personal attention to students.

Tucson Teachers Build on Community Support

The Tucson Education Association's community relations program grew out of a need to maintain the overwhelming community support teachers gained during their strike last October. Tucson's media—unlike Tacoma's—made it obvious that they were not allies of the school board. As a result, community sentiment grew in favor of teachers and their cause.

"Our community action program is tremendously exciting," says Judy Witt, TEA UniServ director. "The PR committee and its subcommittees have promoted successful activities while involving a large percentage of Tucson's teachers."

Besides the MS marathon, Tucson teachers got involved with a long-standing, traditional event—La Fiesta de Los Vaqueros (The Fiesta of the Cowboys)—more commonly known as the Tucson Rodeo. "Since the community has always been highly involved in the rodeo, TEA's PR committee determined it would be a natural way to get TEA's name out in front of a large number of people," Witt said.

Consequently, teachers developed curriculum materials that were distributed to other teachers, a rodeo float was constructed in the TEA office, and student rodeo art was displayed on the mall of the largest shopping center in Tucson.

Following the great success of the rodeo art contest, TEA chose to sponsor an energy conservation poster and slogan contest. "TEA kids will be the major attraction in the city's Energy Exposition and winners will be featured in the media," Witt said. "TEA arranged for merchants to contribute over 500 prizes to the winners."

Other TEA community relations activities include publication and distribution of a community newsletter, identification of teacher membership in community organizations, and development of a community survey designed to show TEA what the community feels about teachers and bargaining issues.

Alaska Teachers Develop Positive Plan

Teachers on top of the world, like a growing number of their colleagues in the "lower 48," have also recognized the value of an ongoing community relations program.

The Anchorage Education Association launched its community relations program in February and developed a positive information plan that identifies community opinion leaders and informs them of the many good things teachers are doing for the students and the community.

"Most parents and community members want to know what is happening in the schools they finance and to which they send their youngsters, but don't know where to turn for information," says Hal Rohlman, AEA president. "We believe the best source of information is the teachers—those people who work so closely with the children and the educational system on a day-to-day basis."

In addition to participation in community events and activities like the Iditarod dog-sled race, the association has developed a community newsletter that adds further visibility for teachers and the association. The newsletter not only informs the public and opinion leaders about what's going on in the classroom, but it also brings news of the activities of AEA and other local associations, its state association, NEA-Alaska, and NEA.

"I believe the community has a genuine interest in the fact that sixty Alaskan teachers from throughout the state gathered in Anchorage to identify educational practices which promote student success and help ensure quality education," said Susan Stitham, NEA-Alaska president.

Teachers identified thirty-nine practices which they felt led to quality education programs and parents can read about them in the community newsletter.

AEA's newsletter also carries tips for parents on "Helping Your Child To Learn." Each edition also serves as a forum for the readership to express their concerns, ideas, and/or appreciation for their teachers and their schools.

Each of these three local associations that have become involved in community relations programs is experiencing success in developing broad-based community support—an essential ingredient to achieving success when their bargaining teams go to the table to negotiate contract items that benefit teachers, students, and education.

Legislature Learns a Lesson

Statewide Minnesota Strike Wins $$ for College Faculty

ST. PAUL, MINN.—An 18-day strike by the NEA-Minnesota Education Association community college faculty association ended April 7 with overwhelming ratification of an agreement assuring the 1,100 faculty members of at least a 19 percent increase in total compensation over the next two years.

The strike also convinced the state legislature that it must take public employee bargaining seriously.

The strike involved faculty on all of the 18 campuses of the 30,000-student community colleges. Faculty participation was 98 percent, with most of the campuses closed down completely. Round-the-clock picketing extended to the state capitol, where supportive students camped out for a week in the governor's office and slept in the rotunda, as well as to nearby state government offices, where teamsters not only refused to cross the lines to make deliveries but also bolstered picketers' morale with stew and coffee.

Minnesota Community College Faculty Association (MCCFA) President Jim Durham, a music instructor at Metropolitan Community College in Minneapolis, attributes the outstanding settlement to the "tremendous pressure generated by students, parents, the public, the media, and finally the politicians" as the strike entered its third week.

"This was not a quiet strike," he said. "We have stacks of editorials from around the state saying we're right and the state is wrong. How often do you see that in a public employee strike? The strike was successful for us financially, but even more important, it changed the view of the legislature toward collective bargaining with state employees. They've never really taken the process seriously before."

The integrity of the bargaining process had been undermined in the past four years by the legislature's cavalier "modification" of final and binding interest arbitration awards. Community college faculty entered negotiations for their 1979-81 contract with salaries substantially lower than they would have been had the legislature fully funded the association's 1975 and 1977 arbitrated salary awards. An unfair labor practice suit was pending against the legislature in pursuit of the lost 1977 pay increase.

In January, a district judge ruled in the association's favor on this longstanding suit and awarded back pay averaging $1,400 per faculty member. The legislature promptly appealed to the Minnesota supreme court, whose decision is not expected before June.

Negotiations for the new faculty contract reached impasse in February. This time the state refused even to submit the unresolved issues to binding arbitration, thus giving faculty the legal right to strike under Minnesota's public employee bargaining law.

The new contract provides for salary schedule increases of at least 7 percent for 1979-80 and 6.6 percent for 1980-81, meaning average dollar increases totaling at least $1,750 per faculty member the first year and another $1,750 the next, plus step increments, column changes, and fringe benefit improvements bringing the total two-year increase to some 19 percent.

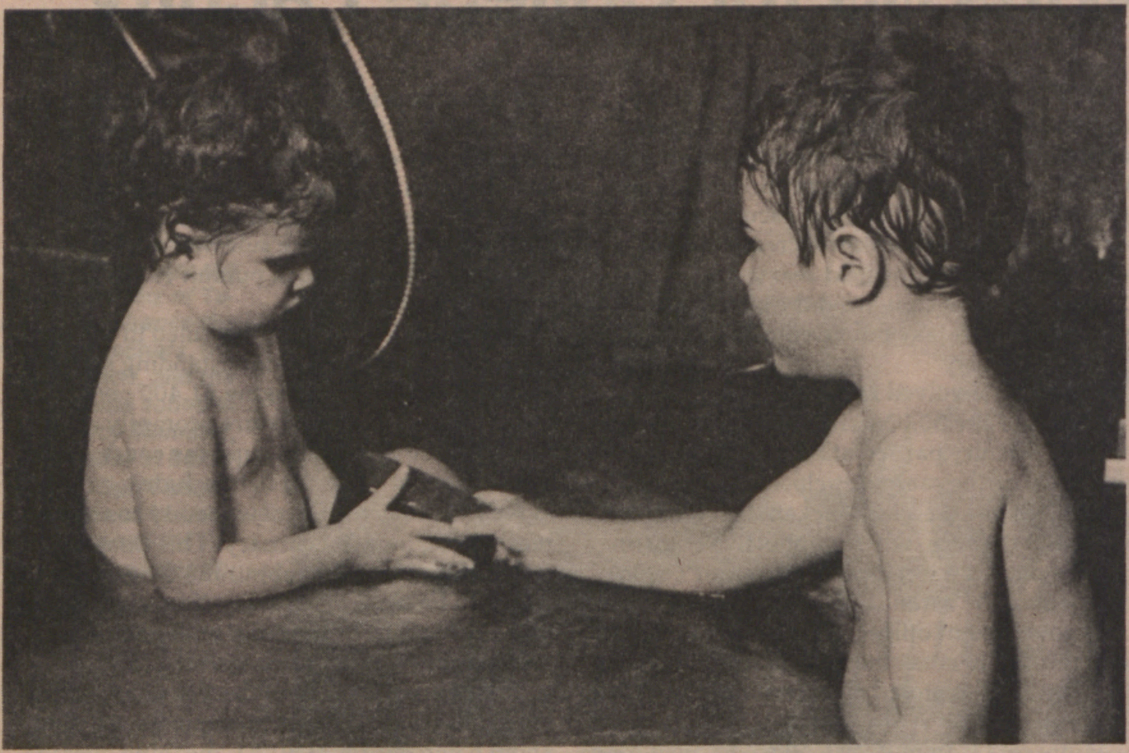
A contingency clause in the settlement calls for an additional 3 percent on the salary schedule, and a reduction in its number of steps, if the state supreme court upholds the lower court's back pay ruling.

Comments MCCFA leader Durham: "We couldn't have done it without the Minnesota Education Association. K-12 teachers around the state helped walk our picket lines and contacted their legislators in our behalf. MEA made its half-million-dollar crisis fund available to us. And MEA staff support was invaluable in coordinating a statewide strike involving campuses 500 miles apart."

MCCFA
MEA
ON
STRIKE
COMMUNITY COLLEGES MEA NEA ON STRIKE

Faculty of the Minnesota community college system struck for 18 days this spring before they won substantial salary gains and convinced the state legislature that public employee bargaining is a serious business. Above, members of the NEA/Minnesota Education Association affiliate picket at the state capitol building.

NEA Recommends TV Special on "The Sexes"



Josh Baldwin and Amanda Hollebone are seen on a new television special as examples of how the intricate mechanisms of the human sexual system can produce two totally different little human beings. They appear on "The Body Human: The Sexes," an informational TV special recommended by NEA. Using sophisticated photo techniques, the special provides a view, never seen before, of the vast mechanisms of the human sexual system. The special also shows delicate surgery performed to remove obstruction in a woman's fallopian tubes. CBS-TV will broadcast "The Sexes" Monday, May 21, at 8 p.m. eastern time.

Teacher of the Year Says "Open the Doors"

NEA President John Ryor gives a plaque to the 1979 Teacher of the Year, Marilyn Black, an elementary art teacher in Hanover, New Hampshire. The presentation took place at NEA Center in Washington, D.C., soon after President Jimmy Carter honored the teacher at a White House ceremony. Black urges schools to "open the doors—let the parents in, let the townspeople in, and involve them."

Public Radio Attracts Teacher Involvement Across Vermont

Vermont Public Radio panelists (clockwise) Bud Ochmanski, VEA executive director; Paul Ippolito, superintendent of schools, Chester, Vermont; Marianne Blake, producer; Guy Cecala, Lebanon (N.H.) Valley News reporter; and Frank Zezza, Springfield, Vermont, school board member, discuss how school boards have lost local control of schools through financial pressures and increased state control.

Vermont's teachers rank 45th out of 50 states in teachers' average salaries. VEA Executive Director Ochmanski emphasizes, "Certainly teachers want a fair wage. They want a good wage. And they're going to strive for it through the collective bargaining process."

WINDSOR, VERMONT—From the crest of Mt. Ascutney, Vermont Public Radio transmits on the FM dial to many of Vermont's 5,400 teachers.

VPR won a grant in 1978 from the Mary Reynolds Babcock Foundation to develop a local adjunct to National Public Radio's weekly *Options in Education*. Producer Marianne Blake invited teachers, students, and education leaders from across the state to give a regional perspective to Vermont schools on such topics as censorship and bilingual education for French-speaking students.

On an autumn show, Charles (Bud) Ochmanski, Vermont Education Association executive director, talked with local education officials about the declining power of school boards. Class size, the need for increased state aid to meet educational standards, teachers exercising their right to strike for the first time in Burlington and in Champagne Valley, and the teacher evaluation procedure were discussed as issues that have challenged the power of Vermont school boards.

Ochmanski told listeners that school boards have lost power because education has become a state rather than local responsibility. "I have yet to see school board members really flexing their power and going to Montpelier [capital of Vermont] to get the necessary state aid to support schools," he said.

He pointed out that minimum standards cannot be met until school board members lobby their legislators up at the capital and on weekends for state aid to education. Unless the state appropriates funds, the state board of education will continue to issue waivers, Ochmanski warned, from, for example, building elevators in compliance with the federal handicapped act or hiring enough teachers as required by law.

Ochmanski stressed the increasing role of teacher input. "Teachers are saying through the collective bargaining process, 'we want a voice in the policy-making decision. We are concerned about the schools. We're trained and we ought to be given that opportunity,' " he said.

Ochmanski continued to advocate collective bargaining for Vermont teachers: "Under Vermont law, a school board really gets two shots . . . two bites at the apple, namely one at the arbitration process; if they don't like the decision, they can appeal it to the supreme court.

"In the collective bargaining process, school boards are not realizing that teachers and boards both have an equal responsibility to share mutually the process at the collective bargaining table," he added.

Resources Available for In-Service Education Planning

NEA's In-Service Education Project has published in-service education resources, and they are available to teachers through June 30, 1979, by calling the project's toll-free number 800-424-9862.

Some 600 training designs and resources for in-service education are described in booklets that cover objectives, focus, and implementation of in-service education products. Bound in 14 volumes, the booklets are categorized by teaching strategies, career education, or basic skills.

Teacher Exchange Opportunities 1980-81

Elementary and secondary teachers, college instructors, and assistant professors may now apply for the U.S. Office of Education's 1980-81 teacher exchange program—to teach abroad for a year or to attend a summer seminar abroad—authorized under the Fulbright-Hays Act. Short-term seminars are also available to teachers of foreign languages and history and to social studies supervisors, curriculum directors, and teacher educators. Deadline for applications is November 1, 1979.

NEA's Office of International Relations offers members and local and state associations information on these teacher exchange programs. The NEA mini-catalog, *Teacher Exchange and Study Abroad: Existing Opportunities,* describes the exchange grants available from federal and private agencies. An NEA memorandum, *Suggested Steps for Setting Up a Teacher Exchange,* encourages local and state associations, in implementation of NEA Resolution 78-49, to set up teacher exchanges and to solicit help from school districts and NEA. Both resources are available from the NEA Office of International Relations.

Missouri Teacher, Dismissed Without Hearing, Is Reinstated

ST. LOUIS, MO.—Zoe Rene Bishop, a ninth-grade teacher and former librarian terminated without being given a hearing, has been awarded reinstatement and back pay by the Missouri Court of Appeals.

In August 1977, the Frances Howell School Board notified Bishop that a termination hearing was scheduled. When she arrived with her attorney, the school board refused her a hearing because she had not requested one in the allotted time period. In closed session, the board voted to dismiss her on charges of incompetence, inefficiency, and insubordination.

The court ruled a school board cannot first notify a teacher of a termination hearing and then dismiss the teacher without such a hearing because the teacher failed to request it.

Bishop was supported in the appeal by the Missouri NEA and the NEA DuShane Fund under the United Legal Services Program.

Corrections

The article "NEA's New Legal Services Program Covers Over One Million Teachers" in the March *Reporter* incorrectly identified the Green Bay [Wisconsin] Education Association legal services program as one of NEA's pilot projects. The Green Bay program was developed locally.

The March *Reporter* identified Sen. Rudy Boschwitz, a Minnesota Republican, as a Democrat in a list of cosponsors of S 210, the Senate Department of Education bill.

NEA Teachers Support D.C. Amendment

NEA teachers in Buffalo, New York; Roanoke, Virginia; and Montpelier, Vermont, spoke out this spring for ratification of the constitutional amendment giving the District of Columbia full voting representation in Congress.

The amendment needs ratification by 38 states and is supported by a broad coalition of civic, religious, political, labor, and business interests. The NEA Board of Directors has voted to support the amendment and urges all state affiliates to promote its ratification.

The Virginia Education Association passed a resolution supporting D.C. Voting Rights at its spring convention in Roanoke.

John Medas of Norfolk was the chairman of a committee which brought the measure before the delegates.

Said Medas: "My background as a government teacher has given me a particular interest in the D.C. Voting Rights question. I was always amazed that some people in the United States are denied the same rights as other citizens. D.C. citizens are subject to the same federal laws as anyone anywhere else."

Members of the Buffalo Teachers Federation met with New York State Assemblyman Arthur Eve in April to discuss lobbying strategies for passage in that state. Eve was responsible for the D.C. bill's victory in the state assembly. The New York senate has not yet voted.

Eve said: "D.C. representatives would certainly be pro-public education. You need that kind of help. That is why teachers in Buffalo, as well as in other places, should be interested in the bill."

Ron Williams, president of the Vermont Education Association, testified in favor of the D.C. amendment before that state's house of representatives. He emphasized, "To defeat the D.C. amendment is to agree with the philosophy of the pig in George Orwell's *Animal Farm*—'We are equal . . . it's just that some of us are more equal than others.' "

The constitutional amendment would give D.C. citizens two senators, the number of representatives to which its population entitles it (one or two), presidential electors according to its population, and participation in the ratification of constitutional amendments.

Michigan, New Jersey, Ohio, Massachusetts, Minnesota, and Connecticut have already ratified the amendment.

Teachers in Buffalo, N.Y., celebrate a state house victory for the D.C. Voting Rights Amendment with the bill's sponsor, Assemblyman Arthur Eve. They are, left to right: Ronald Carey, Assemblyman Eve, Tom Pisa (BTF president), Pat Fisher, and Marion Iwinski. Pisa said, "People are being taxed without representation in the world's cradle of democracy."

John Medas, a teacher from Norfolk, Virginia, (shown here voting on the convention floor), presented a motion to support the passage of the D.C. Voting Rights Amendment at the Virginia Education Association convention in March. He said, "I think most people have a mistaken notion that citizens of Washington, D.C., are different. Tourists visit the monuments and museums, but don't see the families who work, live, and grow up there."

INTERIM FINANCIAL REPORT TO NEA MEMBERS

John T. McGarigal
Secretary-Treasurer

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF ASSETS, LIABILITIES AND FUND BALANCES
FEBRUARY 28, 1979
UNAUDITED

	GENERAL FUND	CAPITAL IMPROVEMENT FUND
ASSETS		
Cash	$ 190,488	$ 737
Investments at cost:		
Reston Property	995,387	
Securities	182,438	
Accounts Receivable:		
Membership Dues (Exhibit D)	44,461,943	
Publication Sales and Advertising	278,197	
Notes Receivable	404,450	
Due from General Fund		437,337
Due from Governance and Non-Governance Affiliates	188,774	
Land		1,753,777
Building, less accumulated depreciation		7,292,267
Equipment, less accumulated depreciation	180,033	
Other Assets	497,260	
TOTAL ASSETS	$47,378,970	$ 9,484,118
LIABILITIES AND FUND BALANCES		
Notes Payable	$ 2,700,000	
Installment Note Payable	138,946	
Accounts Payable and Accrued Liabilities	1,125,163	
Accrued Vacation and Other Benefits	2,135,197	
Accrued Severance Pay	852,000	
Indemnification Liability	67,241	
Amounts held for Affiliates and Other Organizations	306,850	
Amount held for Special Purpose Fund	1,100,645	
Amount due to Capital Improvement Fund	437,337	
TOTAL LIABILITIES	$ 8,863,379	
Fund Balances:		
Operating Reserve	1,054,108	
General Reserve	37,461,483	$ 9,484,118
TOTAL FUND BALANCES	$38,515,591	$ 9,484,118
TOTAL LIABILITIES AND FUND BALANCES	$47,378,970	$ 9,484,118

NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES
STATEMENT OF GENERAL FUND INCOME AND
EXPENDITURES BY GOAL
FEBRUARY 28, 1979
UNAUDITED

	ACTUAL	BUDGET
INCOME		
Membership dues (Exhibit D)	$55,093,477	$55,268,495
Advertising	801,052	550,000
Investment and Interest Income	94,867	100,000
Fees and Services, Principally from Affiliates and Other Organizations	370,272	710,000
	$56,359,668	$56,628,495
EXPENDITURES BY GOAL		
Human and Civil Rights in Education	$ 2,168,591	$ 5,156,741
Leadership in Solving Social Problems	111,594	294,109
An Independent, United Teaching Organization	3,883,290	8,843,203
Professional Excellence	2,742,617	4,785,831
Economic and Professional Security for all Educators	2,546,698	5,896,088
Significant Legislative Support for Public Education	1,104,305	3,261,927
Communications	1,311,184	3,028,175
UniServ	5,637,177	11,409,637
Governance	952,882	3,294,580
Administrative Services	3,279,234	8,108,855
	$23,737,572	$54,079,146
EXCESS OF INCOME OVER EXPENDITURES	$32,622,096	
EXPENDITURES BY NATURAL CLASSIFICATION		
Salaries and benefits	$ 7,808,301	
Joint projects with state and local associations	8,545,999	
Travel	2,006,299	
Publication costs	1,949,434	
Office expenses	878,607	
Administrative expenses	316,437	
Outside services	1,860,620	
Machine rental and repairs	457,256	
Less recovery of costs	(85,381)	
TOTAL EXPENDITURES	$23,737,572	

NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES
STATEMENT OF CHANGES IN
FINANCIAL POSITION
FOR THE SIX MONTHS
ENDED FEBRUARY 28, 1979
UNAUDITED

SOURCES OF CASH	
Membership Dues:	
Current Year	$12,204,036
Prior Year	8,481,559
Dues Received After Cut-Off	1,060,779
Advertising and Publication Sales	1,134,215
Proceeds from Short-term Borrowings, Net	1,500,000
Proceeds from Short-term Borrowings, CIP Fund, Net	437,337
Proceeds from Sale of Securities	92,750
Fees and Services, principally from Affiliates and Other Organizations	283,120
Interest and Investment Income	50,704
Other	132,379
TOTAL SOURCES FOR CASH	$25,376,879
USES OF CASH	
Expenses	$24,788,927
Indemnification Payments to States and Locals for loss of Membership	330,170
Excess Disbursements for Special Purpose Funds	270,442
Excess Disbursements for Affiliates and Other Organizations	30,633
Commissions, Production and Promotional Charges for Advertising and Publications	246,287
Equipment Purchases	15,300
TOTAL USES FOR CASH	$25,681,759
Net Decrease in Cash	(304,880)
Cash Balance, September 1, 1978	495,368
Cash Balance, February 28, 1979	$ 190,488

METRO
It's a Fact:
Accidents Do Happen
Accidental
Death and Dismemberment Insurance

Guard Against Accidents... Help Safeguard Your Financial Security.

A sudden, serious accident can change the life style of you and your family. That's why your Association, in cooperation with The Prudential Insurance Company of America, has made available a Group Policy of Accidental Death and Dismemberment Insurance for NEA members and their eligible dependents at a cost of $19 a year. You get the security of knowing you and your eligible dependents are covered, 24 hours a day, 365 days a year, anywhere in the world.

NEA's AD&D insurance cannot protect you from accidents, but it can help you guard against the high expenses and financial hardships that often follow.

AD&D Benefits are payable as follows:

If the AD&D Coverage is for:	Annual Contribution	Accident Occurring While a Passenger on a Public Conveyance	Any Other Accident
Member Only	$19	$130,000*	$30,000
Member and Eligible Spouse	19	100,000* 30,000	20,000 10,000
Member and Each Eligible Child	19	100,000* 30,000	20,000 10,000
Member, Eligible Spouse and Each Eligible Child	19	100,000* 15,000 15,000	20,000 5,000 5,000

*Benefits marked with asterisk will increase as described under "Unified Membership Has Its Benefits."

Who Is Eligible:

The program is available to all NEA members. Certain eligible dependents may be included for AD&D coverage only.

Optional Disability for $4 Per Year:

(For Members Only: Not Available to Dependents)

For an additional $4 per year, an optional disability benefit can provide you with $500 per month should you become totally disabled within 30 days after and as a result of an accidental injury. THESE BENEFITS ARE PAID TO YOU REGARDLESS OF ANY OTHER DISABILITY INCOME OR SICK LEAVE BENEFITS YOU MAY BE ENTITLED TO FROM OTHER SOURCES. The injury must occur while you are insured for this benefit and before you attain age 60. Benefits are payable while you remain totally disabled up to 10 years or until attainment of age 65, whichever occurs first. Benefit payments will begin after the 26th week of total disability.

To be considered "totally disabled," you must, as a result of your disability, be unable to engage in any and every occupation for which you are reasonably fitted by education, training or experience, and you must not be performing any gainful work. Proof of total disability must be furnished to Prudential as required.

Losses Covered by AD&D:

In any one accident, the full benefit amount determined from the table is payable for the loss of life; both hands; both feet; sight of both eyes; one hand and one foot; one hand and sight of one eye; or one foot and sight of one eye. One-half the benefit is payable for loss in any one accident of one foot; one hand; or the sight of one eye. Benefits are payable to you if living, otherwise to any beneficiary you name.

Exclusions (Fine Print):

Optional Disability Benefits are not paid until the twenty-sixth week of total disability. For persons under age 70, accidental death and dismemberment losses are not covered if sustained more than a year after a covered accident; if age 70 or over, more than 90 days. (These time limits are not applicable in Pennsylvania.) The program does not cover losses, or disability where applicable, resulting from: suicide; attempt at suicide; intentionally self-inflicted injury; bodily or mental infirmity or disease; infection; war or any act of war; active duty in the armed forces; riding in races or testing automotive vehicles on a track or speedway; riding in (including boarding or leaving) any land or water conveyance operated by a common carrier or any aircraft, if the covered individual is operating or assisting in the operation, is giving or receiving training, or has duties aboard such conveyance or aircraft or, if aircraft, is being used for test or experimental purposes.

Unified Membership Has Its Benefits.

Effective October 1, 1975, your Association and Prudential upgraded certain AD&D benefits, denoted by an asterisk in the table above. The benefit payable to a unified member for a loss resulting from an accident on a public conveyance will increase at the rate of $10,000 on each anniversary of the member's effective date of coverage after October 1, 1975, on which the member has been continuously insured for one year prior to such anniversary, provided the member remains continuously insured to each such anniversary, for five continuous years to a maximum additional benefit of $50,000. For example, after five years, a "member only" would be insured for $180,000 — $130,000 plus $50,000.

Additional Important Facts:

- No medical examination is required for enrollment.
- There is no age limit for enrollment in AD&D coverage. However, the Disability Benefit is limited to members less than age 60.
- NEA's AD&D program is underwritten by The Prudential Insurance Company of America, a company noted for financial responsibility and high quality service for over a century.
- Your contribution remains the same no matter how many eligible dependents you include.
- Benefits are paid in full no matter what other insurance coverage you have.

For more information and an Enrollment Form, please write to:

The Prudential Insurance Company of America—R-5-79
NEA Accidental Death & Dismemberment Program
P.O. Box 433
Fort Washington, PA 19034

Underwritten by
Prudential
The Prudential Insurance Company of America
Licensed in all states
Principal offices in Newark, New Jersey

UNIFIED SPECIAL SERVICES
NEA ...We're listening.

Policy Form ORD 70075 Serial U

NEA TRAVEL SERVICE

Your 1979 Fall and Christmas Travel Coupon to the World...

We have the vacation you've been waiting for!

Directions:

1. Check off those travel programs that interest you. In order to keep overhead costs and tour prices as low as possible, please request only those itineraries you are seriously considering. As soon as all final details are available, you'll receive (a) complete itineraries including all departure cities, prices, day-to-day activities, academic credit information, etc., and (b) registration forms.
2. Fill in the blanks at the bottom of the page to receive your travel information immediately and be placed on the permanent mailing list.
3. Tear out this page and send to: NEA Travel Service, 1700 K Street, N.W., Suite 306, Washington, D.C. 20006.

NEA Travel Service Features:

- Toll-free number for your convenience: (800) 424-1050
- Economy, First Class, Deluxe Tours
- Security of member payments
- Low cost travel insurance
- Trips with colleague leaders
- Various departure cities
- Add-on fares
- Open to both active and retired teachers, their families and invited guests
- Supervised refund policies

Some NEA members stated that they have not received a copy of NEA's Travel Program. Perhaps our regular ads in the REPORTER and ECO are overlooked or perhaps some members don't receive copies of the REPORTER or ECO for various reasons. YOU CAN HELP! To make sure all members can enjoy NEA's Travel Service programs please:

(1) Put this ad or future ads up on your bulletin board in your faculty room or faculty lunch room.
(2) Share this ad with other members especially retired members.
(3) Have your colleagues write us and put their name and address on our special travel mailing list.

UNIFIED SPECIAL SERVICES
NEA...Working together

Christmas & Fall 1979 Programs—Sneak Preview

Christmas and Fall 1979 Programs listed below are being planned for you. We want to provide early destination information so that you can begin planning your Christmas and Fall vacations now. Just check the tour(s) in which you are interested and we'll send you complete itineraries during the summer.

☐ China
☐ Tahiti
☐ Egypt
☐ Morocco
☐ Lisbon & Madiera
☐ London Show Tour
☐ Paris & London Show Tour
☐ Paris Show Tour
☐ Spain
☐ Vienna Ball Tour
☐ Russia
☐ Yugoslavia
☐ Israel
☐ Colombia—Cartagena
☐ Guatemala I
☐ Guatemala II
☐ Mexico
☐ Rio de Janiero
☐ Bahamas—Freeport
☐ Montego Bay
☐ Martinique
☐ Aruba
☐ St. Maarten
☐ Hawaii

☐ Caribbean Cruises

Fall—1979 Programs

Retired teachers especially may find these of interest:

☐ Alpine (Sept., Oct., Nov.)
☐ China (Sept.)
☐ Egypt (Oct.)
☐ Grand Europe & Octoberfest (Oct.)
☐ Guatemala (Sept., Oct., Nov.)
☐ Hawaii (Oct., Nov.)
☐ Hawaii Condominium Rental Program (Sept., Oct., Nov.)
☐ Ireland (Sept., Oct., Nov.)
☐ Lisbon (Sept., Oct., Nov.)
☐ Montego Bay (Sept., Oct., Nov.)
☐ Morocco (Sept., Oct., Nov.)
☐ Monte Carlo (Sept., Oct., Nov.)
☐ Three Wonders of the World—Great Wall of China, Pyramids of Egypt, Taj Mahal of India (Sept.)
☐ Yugoslavia & Greece (Nov.)

☐ Fabulous Low Cost Caribbean, Panama Canal, Baja, Calif. Cruise (Jan.)

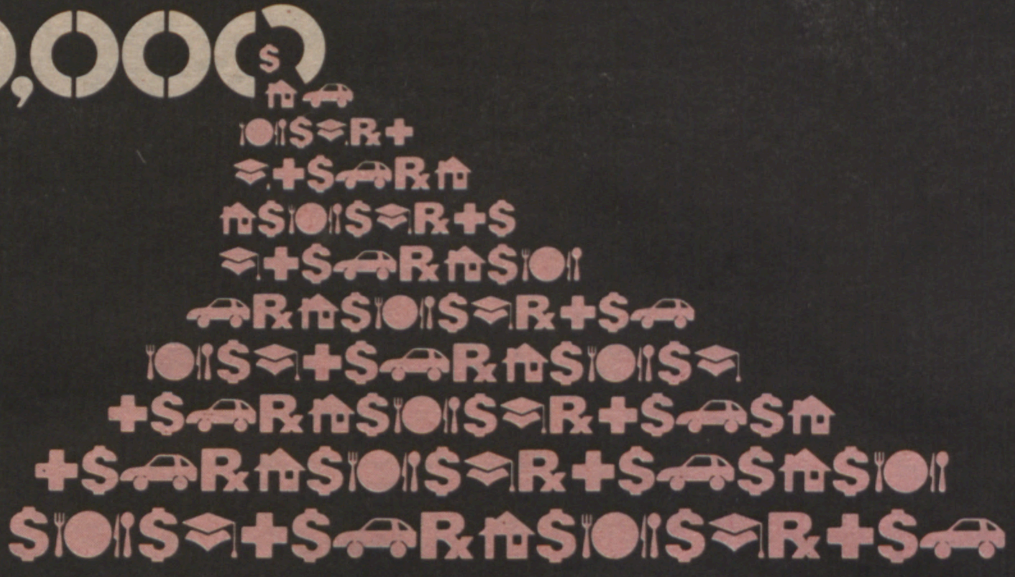
Destinations subject to change.

R-5-79

Name: ____________________
Address: ____________________
City: __________ State: __________ Zip: __________
Tel: ( ) __________ ( ) __________
Area Code Home No. Area Code Office No.

Clip me out and you're on your way!

Up to $50,000 for your family's lifetime of needs!



- **Considering today's and tomorrow's rising costs . . . Your Association is offering you this unique plan to help protect the needs of a lifetime.**
- **The New Independent Educators Life Insurance Plan gives you a choice of schedules, with maximum amounts from $10,000 to $50,000, according to your age.**
- **All unified members are eligible, *regardless of any other insurance* they may already have with NEA.**

Do you have the same amount of life insurance you had five years ago? You do? Then you actually have less. Think of it this way. Food prices have risen nearly 50 percent in the past five years. Clothing, schooling and health care are all more costly today.

Choose protection to meet your needs.

NEA's New Independent Educators Life Insurance Plan can provide *$10,000* of protection for *$12* a year, and up to *$50,000* for $52 a year.* Check the plan schedules and contributions to choose the coverage which meets your family's needs.

NEA's New Independent Educators Life Insurance Plan, as decreasing term life insurance, offers reasonably priced protection for those years when your family's needs are greatest. It provides an effective way to supplement other insurance programs you might have (including those provided by your employer).

Benefits from coverage under the New Independent Educators Life Insurance Plan can be used to provide very important money resources for your beneficiaries . . . mortgage cancellation . . . a readjustment fund during the initial difficult period . . . support income for those who depend on you . . . a fund for your children's education costs . . . and other essential needs.

**Maximum amounts apply to members under age 50 and decrease as member's age increases.*

Who is eligible?

Protection under the New Independent Educators Life Insurance Plan is available to NEA members who derive their principal income from an educational activity. Members currently insured under NEA Life Insurance Plans A, B, C, C+, S and Independent Educators, as well as those not insured, are eligible for this additional coverage under the New Independent Educators Life Insurance Plan.

If you leave the field of education or retire, you may continue your New Independent Educators Life Insurance Plan as long as you remain a member of NEA. Coverage will be terminated if you fail to make the required contribution within two months after it is due, or if NEA discontinues the program.

Coverage of the New Independent Educators Life Insurance Plan:

The coverage provided under the New Independent Educators Life Insurance Plan is decreasing term life insurance. The benefit will be paid to any beneficiary you choose and you may change your beneficiary at any time. Should your insurance terminate because you become ineligible under the plan, you are guaranteed the opportunity to convert to one of a number of individual policies without furnishing evidence of good health. You must convert to the individual policy within two calendar months of termination. If you die during this two-month period, your insurance will be paid whether or not you have applied for an individual policy.

No medical exam is necessary.

However, you must be able to certify all three health statements on the enrollment form. Your certification of these brief statements is the basis for providing coverage under the Independent Educators Plan.

How to enroll in the New Independent Educators Life Insurance Plan:

Complete the enrollment form below (you must certify the health statements) and mail it with your initial semiannual contribution, as noted in the Plan Schedules, to:

NEA Life Insurance
P.O. Box 433
Fort Washington, PA 19034

Effective date:

Your insurance becomes effective on the first day of the month following receipt of your enrollment form with initial contribution, and approval of your enrollment form by The Prudential Insurance Company of America.

You may return the certificate up to 14 days after receipt to cancel coverage, and receive a full refund of your initial semiannual contribution.

Plan Schedules

For New Independent Educators Insurance Plan

Age**	Schedule 1		Schedule 2		Schedule 3		Schedule 4		Schedule 5	
	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†
Under 30	$10,000	$ 6	$20,000	$11	$30,000	$ 16	$40,000	$ 21	$50,000	$ 26
30 — 39	$10,000	$ 7	$20,000	$13	$30,000	$ 19	$40,000	$ 25	$50,000	$ 31
40 — 49	$10,000	$15	$20,000	$29	$30,000	$ 43	$40,000	$ 57	$50,000	$ 71
50 — 59	$ 6,000	$24	$12,000	$47	$18,000	$ 70	$24,000	$ 93	$30,000	$116
60 — 69	$ 4,000	$36	$ 8,000	$71	$12,000	$106	$16,000	$141	$20,000	$176
Over 70	$ 1,000	$32	$ 2,000	$63	$ 3,000	$ 94	$ 4,000	$125	$ 5,000	$156

**Age of member at time of claim
†Based on age of member on each due date

Policy Form 31300 AS 5-703

Underwritten by
Prudential The Prudential Insurance Company of America
Licensed in all states
Principal offices in Newark, New Jersey

UNIFIED SPECIAL SERVICES
NEA ...We're listening.

NEW INDEPENDENT EDUCATORS LIFE INSURANCE PLAN
STATEMENTS BY MEMBER TO BE INSURED—National Education Association Life Insurance

R-5-79

1. NAME ______________________________
Last First Middle Initial

2. RESIDENCE ______________________________
No. Street
____
City State Zip Code

3. SEX ☐ Male ☐ Female

4. DATE OF BIRTH ______________________________
Month Day Year

5. BENEFICIARY
(example: Mary A. Doe. NOT Mrs. John Doe)
____
First Middle Initial Last Name Relationship

6. NEA MEMBERSHIP ☐ Yes ☐ No ☐ Life Member
Name of State Association ______________________________
Name of Local Association ______________________________

7. I AM ALREADY INSURED UNDER THE NEA INSURANCE PLANS
Plan A, B, C, or C+ Ident. No. ____________
Plan S Ident. No. ____________
Independent Educators Ident. No. ____________
☐ I am not insured under the NEA Insurance plans.

8. PLEASE ENROLL ME IN THE NEW INDEPENDENT EDUCATORS LIFE INSURANCE PLAN (check one box)
☐ Schedule 1
☐ Schedule 2
☐ Schedule 3
☐ Schedule 4
☐ Schedule 5

For office use only: GRP 76728 ED. 1-78 I.E.
Plan Code ____________ I.D. # ____________ Eff. Date ____________

MAIL TO:

NEA LIFE INSURANCE—NIE
P.O. Box 433
Fort Washington, Pa. 19034

I certify by signing below that I can answer YES to the following questions.

1. I am now physically able to perform all the duties of my occupation and I am now working on a full-time basis.
2. During the last five years I have never had or been treated by a doctor for any known condition of the heart or other circulatory disorder, cancer, tumor or diabetes.
3. During the last five months I have not been confined in a hospital or other institution due to illness for more than five days.

I further certify that I am a member of the NEA and I derive my principal employment income from educational activity.

Enclosed is my check for $____________ (initial semiannual payment).

Please make check payable to NEA INSURANCE.

I declare the statements above are true and understand they are the basis for providing life insurance under a policy or policies issued by The Prudential Insurance Company of America and owned by the NEA.

Date Signed ____________

SIGNATURE ______________________________

Circulation
this issue:
1,767,331

September 1979
Vol. 18, No. 5

NEA REPORTER

Published
by the
National
Education
Association

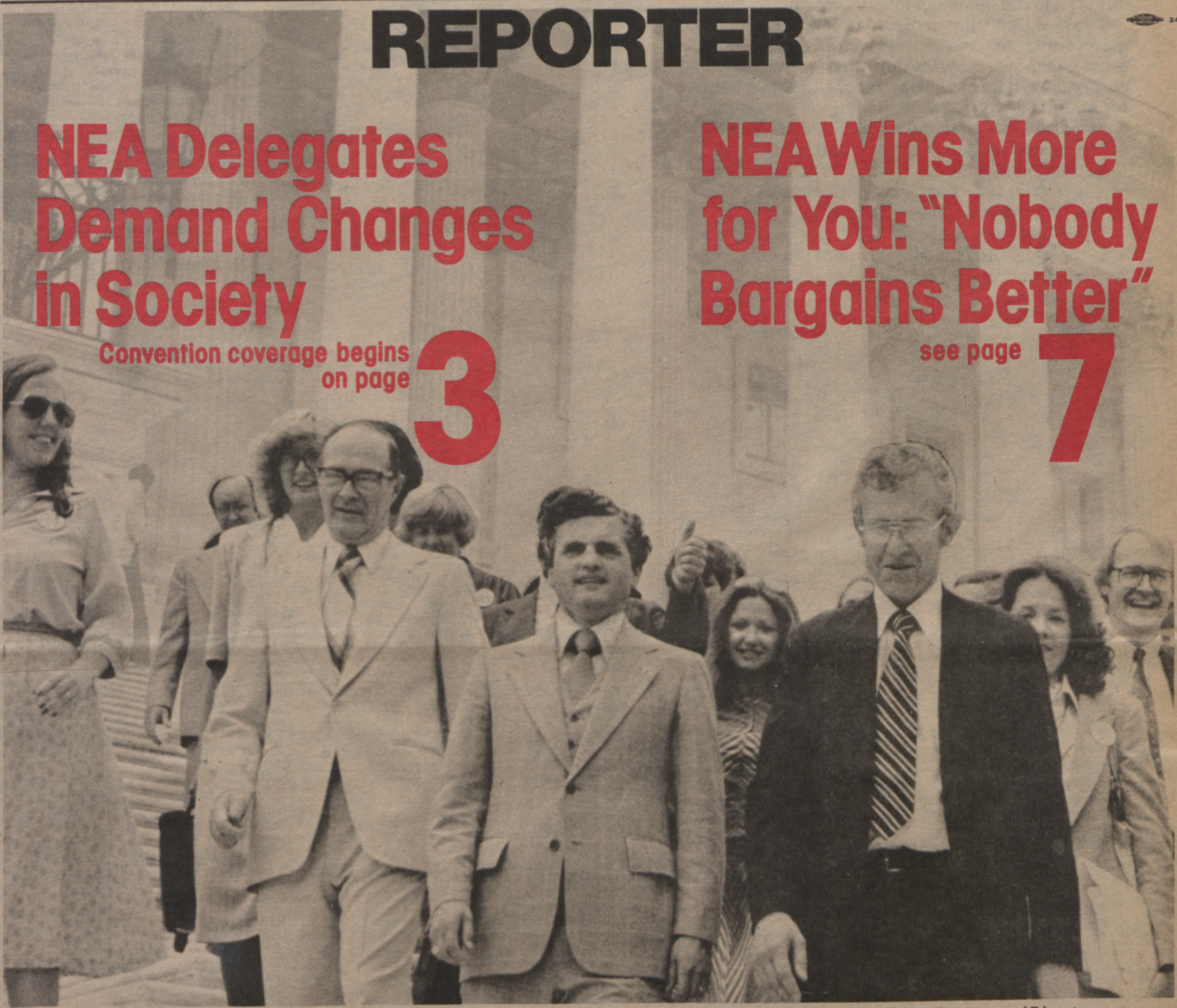
Washington,
D.C.

NEA Delegates Demand Changes in Society

Convention coverage begins on page 3

NEA Wins More for You: "Nobody Bargains Better"

see page 7



NEA President Willard McGuire (center) leads Association lobbyists down the House of Representatives steps following approval of a bill for a Department of Education.

Education Department Nears Final Okay

Legislation for a separate Department of Education will soon come before each chamber of the U.S. Congress for a final vote. It is crucial that NEA members contact their representatives and senators urging them to support the conference report on S 210 (the bill to create a Department of Education). Check the House and Senate votes before the bills went to conference (see page 2) to determine how your congresspersons voted. If they voted for the department, tell them you will appreciate their continued support on the final conference vote. If they voted against the bill, explain that you were disappointed but would like their support this time around.

In July, the House bill for the department was approved by a close 210-206 vote. Senate approval came earlier by a wide 72-to-21 margin.

Creation of the new department is a major

(Continued on next page)

(Continued from page 1)

NEA priority, and the Association called passage of the bill in both houses "a victory for all the people." NEA added that the nation's 43 million students in the public schools "will finally have the attention of the President of the United States directed to the quality of their education."

The new Department of Education will also mean better managed federal education programs, taxpayer benefits flowing from a fiscally responsible department, and more effective help for parents in dealing with the federal government on the problems afflicting the schools, NEA said.

The House version of the legislation creating the department includes several difficult amendments raising such controversial issues as prayer, affirmative action, and busing.

The Senate version of the bill includes no such amendments; thus the major task of the conferees lies in working out the differences expressed in the amendments.

NEA Thanks Congressman Dellums for His Support

NEA President Willard McGuire (left) thanks Rep. Ronald V. Dellums (D-Calif.) for his strong support of the House bill for a separate Cabinet-level Department of Education. At right is Leon Felix, NEA regional government relations specialist. "The largest function in society is education," Dellums told the House, "and our most important resource is our children. Yet an educational policy has never been discussed at a Cabinet-level meeting with the President of the United States. I find that absolutely incredible."

Key:
Y—yes vote for the bill, in favor of NEA's position.
N—vote against the bill and NEA's position.
NV—not voting.

ALABAMA	
Sen. Donald Stewart	Y
Sen. Howell T. Heflin	Y
1. Jack Edwards	N
2. William L. Dickinson	N
3. Bill Nichols	N
4. Tom Bevill	Y
5. Ronnie G. Flippo	Y
6. John Buchanan	Y
7. Richard C. Shelby	Y
ALASKA	
Sen. Ted Stevens	Y
Sen. Mike Gravel	NV
A-L Don Young	Y
ARIZONA	
Sen. Barry Goldwater	N
Sen. Dennis DeConcini	Y
1. John J. Rhodes	N
2. Morris K. Udall	Y
3. Bob Stump	N
4. Eldon Rudd	N
ARKANSAS	
Sen. Dale Bumpers	Y
Sen. David Pryor	Y
1. Bill Alexander	Y
2. Ed Bethune, Jr.	N
3. John Paul Hammerschmidt	N
4. Beryl F. Anthony, Jr.	Y
CALIFORNIA	
Sen. Alan Cranston	Y
Sen. S. I. (Sam) Hayakawa	N
1. Harold T. Johnson	Y
2. Don H. Clausen	Y
3. Robert T. Matsui	Y
4. Vic Fazio	Y
5. John L. Burton	NV
6. Phillip Burton	Y
7. George Miller	Y
8. Ronald V. Dellums	Y
9. Fortney H. (Pete) Stark	Y
10. Don Edwards	Y
11. William Royer	N
12. Paul N. McCloskey, Jr.	NV
13. Norman Y. Mineta	Y
14. Norman D. Shumway	N
15. Tony Coelho	Y
16. Leon E. Panetta	Y
17. Charles Pashayan, Jr.	N
18. William M. Thomas	N
19. Robert J. Lagomarsino	N
20. Barry M. Goldwater, Jr.	NV
21. James C. Corman	Y
22. Carlos J. Moorhead	N
23. Anthony C. Beilenson	N
24. Henry A. Waxman	N
25. Edward R. Roybal	Y
26. John H. Rousselot	N
27. Robert K. Dornan	Y
28. Julian C. Dixon	Y
29. Augustus F. Hawkins	Y
30. George E. Danielson	Y
31. Charles H. Wilson	N
32. Glenn M. Anderson	Y
33. Wayne Grisham	N
34. Daniel E. Lungren	N
35. Jim Lloyd	N
36. George E. Brown, Jr.	Y
37. Jerry Lewis	Y
38. Jerry M. Patterson	Y
39. William E. Dannemeyer	N
40. Robert E. Badham	N
41. Bob Wilson	N
42. Lionel Van Deerlin	Y
43. Clair W. Burgener	N
COLORADO	
Sen. Gary Hart	Y
Sen. William L. Armstrong	N
1. Patricia Schroeder	N
2. Timothy E. Wirth	Y
3. Ray Kogovsek	Y
4. James P. (Jim) Johnson	N
5. Ken Kramer	N
CONNECTICUT	
Sen. Abraham Ribicoff	Y
Sen. Lowell P. Weicker, Jr.	Y
1. William R. Cotter	Y
2. Christopher J. Dodd	Y
3. Robert N. Giaimo	Y
4. Stewart B. McKinney	N
5. William Ratchford	Y
6. Anthony Toby Moffett	Y
DELAWARE	
Sen. William V. Roth, Jr.	Y
Sen. Joseph R. Biden, Jr.	Y
A-L Thomas B. Evans, Jr.	N
FLORIDA	
Sen. Lawton Chiles	Y
Sen. Richard B. Stone	Y
1. Earl D. Hutto	Y
2. Don Fuqua	Y
3. Charles E. Bennett	N
4. Bill Chappell, Jr.	N
5. Richard Kelly	N
6. C. W. Bill Young	N
7. Sam Gibbons	N
8. Andy Ireland	Y
9. Bill Nelson	N
10. L. A. (Skip) Bafalis	N
11. Dan Mica	Y
12. Edward J. Stack	Y
13. William Lehman	Y
14. Claude Pepper	Y
15. Dante B. Fascell	Y
GEORGIA	
Sen. Herman E. Talmadge	Y
Sen. Sam Nunn	Y
1. Bo Ginn	Y
2. Dawson Mathis	Y
3. Jack Brinkley	Y
4. Elliott H. Levitas	Y
5. Wyche Fowler, Jr.	Y
6. Newt Gingrich	Y
7. Larry P. McDonald	N
8. Bill Lee Evans	Y
9. Edgar L. Jenkins	Y
10. Doug Barnard	Y
HAWAII	
Sen. Daniel K. Inouye	NV
Sen. Spark M. Matsunaga	Y
1. Cecil L. Heftel	Y
2. Daniel K. Akaka	Y
IDAHO	
Sen. Frank Church	NV
Sen. James A. McClure	Y
1. Steven D. Symms	N
2. George Hansen	N
ILLINOIS	
Sen. Charles H. Percy	Y
Sen. Adlai E. Stevenson	Y
1. Bennett Stewart	N
2. Morgan F. Murphy	Y
3. Marty Russo	Y
4. Edward J. Derwinski	N
5. John G. Fary	Y
6. Henry J. Hyde	N
7. Cardiss Collins	NV
8. Dan Rostenkowski	Y
9. Sidney R. Yates	N
10. Abner J. Mikva	NV
11. Frank Annunzio	N
12. Daniel M. Crane	N
13. Robert McClory	N
14. John N. Erlenborn	N
15. Tom Corcoran	Y
16. John B. Anderson	NV
17. George M. O'Brien	N
18. Robert H. Michel	N
19. Tom Railsback	N
20. Paul Findley	N
21. Edward R. Madigan	Y
22. Daniel B. Crane	N
23. Melvin Price	Y
24. Paul Simon	Y
INDIANA	
Sen. Birch Bayh	NV
Sen. Richard G. Lugar	N
1. Adam Benjamin, Jr.	Y
2. Floyd J. Fithian	Y
3. John Brademas	Y
4. J. Danforth Quayle	N
5. Elwood Hillis	Y
6. David W. Evans	Y
7. John T. Myers	N
8. H. Joel Deckard	N
9. Lee H. Hamilton	N
10. Philip R. Sharp	Y
11. Andrew Jacobs, Jr.	N
IOWA	
Sen. John C. Culver	Y
Sen. Roger W. Jepsen	N
1. James A. S. Leach	Y
2. Tom Tauke	N
3. Charles E. Grassley	N
4. Neal Smith	Y
5. Tom Harkin	Y
6. Berkley Bedell	Y
KANSAS	
Sen. Robert Dole	N
Sen. Nancy Landon Kassebaum	N
1. Keith G. Sebelius	N
2. Jim Jeffries	N
3. Larry Winn, Jr.	N
4. Dan Glickman	N
5. Robert Whittaker	N
KENTUCKY	
Sen. Walter Huddleston	Y
Sen. Wendell H. Ford	Y
1. Carroll Hubbard, Jr.	N
2. William H. Natcher	Y
3. Romano L. Mazzoli	N
4. Gene Snyder	N
5. Tim Lee Carter	N
6. Larry J. Hopkins	N
7. Carl D. Perkins	Y
LOUISIANA	
Sen. Russell B. Long	Y
Sen. J. Bennett Johnston, Jr.	Y
1. Robert L. Livingston	N
2. Lindy Boggs	N
3. David C. Treen	NV
4. Claude (Buddy) Leach	N
5. Jerry Huckaby	Y
6. W. Henson Moore	N
7. John B. Breaux	N
8. Gillis W. Long	Y
MAINE	
Sen. Edmund S. Muskie	NV
Sen. William S. Cohen	N
1. David F. Emery	NV
2. Olympia J. Snowe	N
MARYLAND	
Sen. Charles McC. Mathias, Jr.	Y
Sen. Paul S. Sarbanes	Y
1. Robert Bauman	N
2. Clarence D. Long	N
2. Barbara A. Mikulski	N
4. Marjorie S. Holt	N
5. Gladys Noon Spellman	NV
6. Beverly Byron	N
7. Parren J. Mitchell	N
8. Michael D. Barnes	N
MASSACHUSETTS	
Sen. Edward M. Kennedy	Y
Sen. Paul E. Tsongas	Y
1. Silvio O. Conte	Y
2. Edward P. Boland	N
3. Joseph D. Early	N
4. Robert F. Drinan	Y
5. James M. Shannon	Y
6. Nicholas Mavroules	Y
7. Edward J. Markey	Y
8. Thomas P. O'Neill, Jr.	*
9. Joe Moakley	Y
10. Margaret M. Heckler	Y
11. Brian Donnelly	N
12. Gerry E. Studds	Y
MICHIGAN	
Sen. Donald W. Riegle, Jr.	Y
Sen. Carl Levin	Y
1. John Conyers, Jr.	N
2. Carl D. Pursell	Y
3. Howard Wolpe	Y
4. Dave Stockman	N
5. Harold S. Sawyer	N
6. Bob Carr	Y
7. Dale E. Kildee	Y
8. Bob Traxler	Y
9. Guy Vander Jagt	N
10. Donald J. Albosta	Y
11. Robert W. Davis	Y
12. David E. Bonior	Y
13. Charles C. Diggs, Jr.	Y
14. Lucien N. Nedzi	N
15. William D. Ford	Y
16. John D. Dingell	N
17. William M. Brodhead	Y
18. James J. Blanchard	Y
19. William S. Broomfield	N
MINNESOTA	
Sen. David Durenberger	Y
Sen. Rudy Boschwitz	Y
1. Arlen Erdahl	Y
2. Tom Hagedorn	N
3. Bill Frenzel	N
4. Bruce F. Vento	Y
5. Martin O. Sabo	N
6. Richard Nolan	Y
7. Arlan Stangeland	N
8. James L. Oberstar	Y
MISSISSIPPI	
Sen. John C. Stennis	Y
Sen. Thad Cochran	Y
1. Jamie L. Whitten	Y
2. David R. Bowen	Y
3. G. V. Montgomery	Y
4. Jon C. Hinson	N
5. Trent Lott	Y
MISSOURI	
Sen. Thomas F. Eagleton	Y
Sen. John C. Danforth	Y
1. William (Bill) Clay	Y
2. Robert A. Young	Y
3. Richard A. Gephardt	N
4. Ike Skelton	NV
5. Richard Bolling	NV
6. E. Thomas Coleman	N
7. Gene Taylor	N
8. Richard H. Ichord	N
9. Harold L. Volkmer	Y
10. Bill D. Burlison	Y
MONTANA	
Sen. John Melcher	Y
Sen. Max Baucus	Y
1. Pat Williams	N
2. Ron Marlenee	N
NEBRASKA	
Sen. Edward Zorinsky	Y
Sen. J. James Exon	N
1. Douglas K. Bereuter	N
2. John J. Cavanaugh	Y
3. Virginia Smith	N
NEVADA	
Sen. Howard W. Cannon	Y
Sen. Paul Laxalt	N
A-L Jim Santini	Y
NEW HAMPSHIRE	
Sen. John A. Durkin	Y
Sen. Gordon Humphrey	N
1. Norman E. D'Amours	NV
2. James C. Cleveland	N
NEW JERSEY	
Sen. Harrison A. Williams, Jr.	Y
Sen. Bill Bradley	Y
1. James J. Florio	N
2. William J. Hughes	Y
3. James J. Howard	Y
4. Frank Thompson, Jr.	Y
5. Millicent Fenwick	N
6. Edwin B. Forsythe	NV
7. Andrew Maguire	Y
8. Robert A. Roe	Y
9. Harold C. Hollenbeck	Y
10. Peter W. Rodino, Jr.	NV
11. Joseph G. Minish	N
12. Matthew J. Rinaldo	Y
13. James A. Courter	Y
14. Frank J. Guarini	N
15. Edward J. Patten	Y
NEW MEXICO	
Sen. Pete V. Domenici	Y
Sen. Harrison Schmitt	N
1. Manuel Lujan, Jr.	N
2. Harold Runnels	Y
NEW YORK	
Sen. Jacob K. Javits	Y
Sen. Daniel Patrick Moynihan	N
1. William Carney	N
2. Thomas J. Downey	Y
3. Jerome A. Ambro	N
4. Norman F. Lent	N
5. John W. Wydler	N
6. Lester L. Wolff	N
7. Joseph P. Addabbo	N
8. Benjamin S. Rosenthal	N
9. Geraldine A. Ferraro	N
10. Mario Biaggi	N
11. James H. Scheuer	N
12. Shirley Chisholm	N
13. Stephen J. Solarz	N
14. Frederick W. Richmond	N
15. Leo C. Zeferetti	N
16. Elizabeth Holtzman	N
17. John M. Murphy	NV
18. S. William Green	N
19. Charles B. Rangel	N
20. Theodore S. Weiss	N
21. Robert Garcia	N
22. Jonathan B. Bingham	N
23. Peter A. Peyser	N
24. Richard L. Ottinger	Y
25. Hamilton Fish, Jr.	Y
26. Benjamin A. Gilman	N
27. Matthew F. McHugh	N
28. Samuel S. Stratton	N
29. Gerald B. H. Solomon	N
30. Robert C. McEwen	N
31. Donald J. Mitchell	N
32. James M. Hanley	N
33. Gary A. Lee	N
34. Frank Horton	Y
35. Barber B. Conable, Jr.	N
36. John J. LaFalce	N
37. Henry J. Nowak	N
38. Jack F. Kemp	N
39. Stanley N. Lundine	N
NORTH CAROLINA	
Sen. Jesse Helms	N
Sen. Robert Morgan	N
1. Walter B. Jones	Y
2. L. H. Fountain	N
3. Charles Whitley	Y
4. Ike F. Andrews	Y
5. Stephen L. Neal	Y
6. Richardson Preyer	Y
7. Charles Rose	Y
8. W. G. (Bill) Hefner	Y
9. James G. Martin	N
10. James T. Broyhill	N
11. Lamar Gudger	Y
NORTH DAKOTA	
Sen. Milton R. Young	Y
Sen. Quentin N. Burdick	Y
A-L Mark Andrews	Y
OHIO	
Sen. John Glenn	Y
Sen. Howard M. Metzenbaum	Y
1. Willis D. Gradison, Jr.	N
2. Thomas A. Luken	Y
3. Tony P. Hall	Y
4. Tennyson Guyer	N
5. Delbert L. Latta	N
6. William H. Harsha	N
7. Clarence J. Brown	N
8. Thomas N. Kindness	N
9. Thomas L. Ashley	N
10. Clarence E. Miller	N
11. J. William Stanton	N
12. Samuel L. Devine	N
13. Donald J. Pease	Y
14. John F. Seiberling	Y
15. Chalmers P. Wylie	N
16. Ralph S. Regula	N
17. John M. Ashbrook	N
18. Douglas Applegate	N
19. Lyle Williams	Y
20. Mary Rose Oakar	Y
21. Louis Stokes	Y
22. Charles A. Vanik	N
23. Ronald M. Mottl	Y
OKLAHOMA	
Sen. Henry Bellmon	Y
Sen. David L. Boren	Y
1. James R. Jones	Y
2. Mike Synar	Y
3. Wes Watkins	Y
4. Tom Steed	Y
5. Mickey Edwards	N
6. Glenn English	Y
OREGON	
Sen. Mark O. Hatfield	Y
Sen. Bob Packwood	Y
1. Les AuCoin	Y
2. Al Ullman	Y
3. Robert Duncan	N
4. James Weaver	NV
PENNSYLVANIA	
Sen. Richard S. Schweiker	N
Sen. H. John Heinz III	Y
1. Michael O. Myers	N
2. William H. Gray III	N
3. Raymond F. Lederer	N
4. Charles F. Dougherty	Y
5. Richard T. Schulze	N
6. Gus Yatron	Y
7. Robert W. Edgar	Y
8. Peter H. Kostmayer	N
9. Bud Shuster	N
10. Joseph M. McDade	N
11. Daniel J. Flood	NV
12. John P. Murtha	Y
13. Lawrence Coughlin	Y
14. William S. Moorhead	N
15. Donald L. Ritter	N
16. Robert S. Walker	N
17. Allen E. Ertel	Y
18. Douglas Walgren	N
19. William F. Goodling	NV
20. Joseph M. Gaydos	N
21. Don Bailey	N
22. Austin J. Murphy	Y
23. William F. Clinger, Jr.	N
24. Marc L. Marks	Y
25. Eugene V. Atkinson	Y
RHODE ISLAND	
Sen. Claiborne Pell	Y
Sen. John H. Chaffee	Y
1. Fernand J. St. Germain	Y
2. Edward P. Beard	Y
SOUTH CAROLINA	
Sen. Strom Thurmond	Y
Sen. Ernest F. Hollings	Y
1. Mendel J. Davis	Y
2. Floyd Spence	Y
3. Butler Derrick	Y
4. Carroll A. Campbell, Jr.	Y
5. Kenneth L. Holland	Y
6. John W. Jenrette, Jr.	Y
SOUTH DAKOTA	
Sen. George McGovern	Y
Sen. Larry Pressler	Y
1. Thomas A. Daschle	Y
2. James Abdnor	N
TENNESSEE	
Sen. Howard H. Baker, Jr.	Y
Sen. James R. Sasser	NV
1. James H. Quillen	Y
2. John J. Duncan	Y
3. Marilyn Bouquard	Y
4. Albert Gore, Jr.	Y
5. Bill Boner	Y
6. Robin L. Beard	N
7. Ed Jones	Y
8. Harold E. Ford	Y
TEXAS	
Sen. John Tower	N
Sen. Lloyd Bentsen	Y
1. Sam B. Hall, Jr.	N
2. Charles Wilson	Y
3. James M. Collins	N
4. Ray Roberts	Y
5. Jim Mattox	Y
6. Phil Gramm	Y
7. Bill Archer	N
8. Bob Eckhardt	Y
9. Jack Brooks	Y
10. J. J. Pickle	Y
11. Marvin Leath	N
12. Jim Wright	Y
13. Jack Hightower	N
14. Joe Wyatt, Jr.	Y
15. E. de la Garza	N
16. Richard C. White	Y
17. Charles W. Stenholm	N
18. Mickey Leland	Y
19. Kent Hance	N
20. Henry B. Gonzalez	Y
21. Tom Loeffler	N
22. Ron Paul	N
23. Abraham Kazen, Jr.	Y
24. Martin Frost	Y
UTAH	
Sen. Jake Garn	Y
Sen. Orrin G. Hatch	Y
1. Gunn McKay	Y
2. Dan Marriott	N
VERMONT	
Sen. Robert T. Stafford	NV
Sen. Patrick J. Leahy	Y
A-L James M. Jeffords	Y
VIRGINIA	
Sen. Harry F. Byrd, Jr.	N
Sen. John W. Warner	N
1. Paul S. Trible, Jr.	Y
2. G. William Whitehurst	N
3. David E. Satterfield III	N
4. Robert W. Daniel, Jr.	N
5. Dan Daniel	Y
6. M. Caldwell Butler	N
7. J. Kenneth Robinson	N
8. Herbert E. Harris II	Y
9. William C. Wampler	Y
10. Joseph L. Fisher	Y
WASHINGTON	
Sen. Warren G. Magnuson	Y
Sen. Henry M. Jackson	Y
1. Joel Pritchard	Y
2. Al Swift	Y
3. Don Bonker	Y
4. Mike McCormack	Y
5. Thomas S. Foley	Y
6. Norman D. Dicks	Y
7. Michael E. Lowry	Y
WEST VIRGINIA	
Sen. Jennings Randolph	Y
Sen. Robert C. Byrd	Y
1. Robert H. Mollohan	Y
2. Harley O. Staggers	Y
3. John M. Slack	N
4. Nick Joe Rahall II	Y
WISCONSIN	
Sen. William Proxmire	N
Sen. Gaylord Nelson	Y
1. Les Aspin	Y
2. Robert W. Kastenmeier	N
3. Alvin Baldus	Y
4. Clement J. Zablocki	N
5. Henry S. Reuss	Y
6. Thomas Petri	Y
7. David R. Obey	N
8. Toby Roth	N
9. F. James Sensenbrenner, Jr.	N
WYOMING	
Sen. Malcolm Wallop	N
Sen. Alan K. Simpson	Y
A-L Richard Cheney	N

*The Speaker votes normally only in case of a tie.

NEA REPORTER

(ISSN 0027-6405)

The REPORTER is published eight times a year (September, October, November, December, January/February, March, April, May/June) by the National Education Association of the United States, 1201 16th St., N.W. Washington, DC 20036

REPORTER telephone: 202-833-5440

Member: Edpress

Readers' letters are encouraged; please address them to the editor.

Willard H. McGuire
President
Terry E. Herndon
Executive Director
Susan Lowell
Publisher
Marshall O. Donley, Jr.
Editor
Sal Streett
Barbara Lawless
(on leave)
Ben Kittner
Assistant Editors
Leslie A. Azia
Assistant to the Editor

NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, DC, and at additional mailing offices.

Design by **William J. Kircher & Associates.** Photo credits: pages 1, 2, 3, 4, 5, and 6 **Joe Di Dio;** page 8 **Sandy Kittel;** page 9 **Roger Buchanan;** page 10 (top seven) **Joe Di Dio,** (bottom right) **Doree Lovell;** page 11 **Joe Di Dio;** page 13 (top) **Michael Lydick,** (other two) **NBC-TV.**

Special Convention Section

Circulation
this issue:
1,767,331

September 1979
Vol. 18, No. 5

NEA
REPORTER

Published
by the
National
Education
Association

Washington,
D.C.

NEA Delegates Demand Changes in Society

DETROIT—Thousands of NEA school teachers—meeting here July 1-5—put the nation on notice that they are angry about the way teachers and schools are being treated, and they are going to do something about it.

Teachers are angry about violence in schools, and they directed NEA to turn a spotlight on this problem and to press for laws that deter crimes of violence on school property.

Teachers are angry about attacks on them by ultra-conservative right-wing extremists, and they launched a campaign to educate NEA members about the dangers of these attacks.

NEA teachers are angry about the mental and physical stress that is driving thousands of their numbers out of the classroom. Willard H. McGuire, 51, who was elected NEA president at the meeting, described the malady as "teacher burnout" and said that the problem "threatens to reach hurricane force if it isn't checked soon."

Teachers are angry about politicians and budget-cutters who criticize the job the public schools are doing and, at the same time, reduce school funds. They directed NEA to set up a task force to counter these critics. John Ryor, whose term as NEA president ended Aug. 31, suggested to these "super critics" that "unless you have some help to offer, go away, because I'm doing the best I can every day to teach these children in spite of all the problems they have to overcome and in spite of my own human shortcomings. And unless you can help me, you just get in the way and make things worse."

McGuire told delegates that NEA's voice must be "loud and clear" when it is heard in Congress and in the statehouses nationwide.

"Let it be understood by those who propose and support restrictive spending legislation that the teachers of this nation will vote to unseat them," declared McGuire. "Let it be understood by those who seem willing to abdicate their responsibility for funding education that the teachers of this nation will hold them accountable."

As in past years, the NEA teachers passed resolutions calling for an increase of federal funding to one-third of the cost of public education and for "prompt and rational" tax reform that would finance quality public education.

Teachers showed their wrath, too, about the unfair treatment they receive as public employees. They called for collective bargaining rights in every state, backed by a federal statute, and they asserted their "inherent right" to strike if necessary to "determine the worth of their services."

They voted to vigorously oppose attempts to limit their salaries through wage-price guidelines "until such time that wages, prices, and profit margins are treated uniformly."

Teachers are also discontented about the misuse of standardized tests in the schools, complaining that the tests are unfair, especially to minority students, are probably "coachable," often invalid, and frequently out of date. They called for a congressional investigation of the standardized testing industry and for "truth-in-testing" legislation to assure open access to testing materials.

NEA teachers—more than 60 percent of them female—are furious that the Equal Rights Amendment has not been ratified in more states. They voted to develop a "three-year concerted action plan" for ERA ratification.

To emphasize their political power, the teachers voted to double the suggested $1-a-year per-member contribution to the NEA Political Action Committee.

The 7,652 delegates adopted a total budget of $67 million, the largest in NEA's 122-year history. More than $14.4 million of that amount is earmarked for UniServ support of 13,000 local associations, to strengthen them in collective bargaining, grievance procedures, organizing efforts, and other activities.

More than $27.5 million will be used to carry out other NEA functions, including activity toward such goals as economic and professional security for all educators, furthering legislation for public education, human and civil rights in education, and providing leadership in working on social problems. Approximately $9.2 million will be devoted to administration.

At the convention, the National Foundation for the Improvement of Education (NFIE), created 10 years ago by NEA to attract foundation contributions and government grants for research into instructional programs, announced the beginning of a $1.5 million program of cash grants to teachers for education research. W. J. Trent, Jr., NFIE vice-president, said the organization "anticipates awarding at least 100 cash grants averaging $1,500 each" to classroom teachers to carry out research into classroom problem solving. "For too long research performed by distant researchers long removed from the classroom have frequently not addressed the

(Continued on page 5)

"From now until eternity, let us ensure that there is a person who sits at the Cabinet table with the President, and whose paramount task is to bring one message—loud and clear—over and over—to the highest councils of our government: education . . . education . . . education." With these words, Vice-President Mondale drew cheering applause from the thousands of NEA delegates in Detroit's Cobo Hall. Mondale called Jimmy Carter "the greatest education President in history" and cited increases in many federal education programs under the Carter administration. The Vice-President also asked the NEA delegates to support SALT II passage in the U.S. Senate; later the convention adopted an official item pledging NEA lobbying efforts on behalf of SALT II ratification. At left is newly elected NEA President Willard McGuire; at right outgoing NEA President John Ryor.

Willard H. McGuire, a 51-year-old Minnesota classroom teacher, was elected NEA president at the Detroit meeting. He began his two-year term September 1. McGuire, who has served five years as NEA vice-president, was elected in a two-way contest with Lauri Wynn of Wisconsin. NEA 1975-79 President John Ryor was ineligible for reelection under the Association's constitution, and the delegates voted not to change those rules. In his campaign speech, McGuire promised he would work hard to make sure the teacher's voice is heard in the land. He said he would press for "a bargained contract for every teacher" and for a federal collective bargaining law.

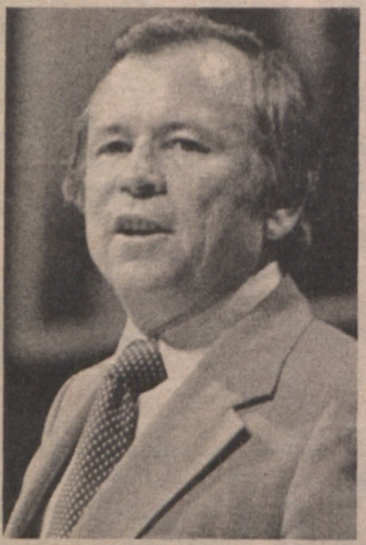
In his speech to the Detroit convention, 1975-79 NEA President John Ryor challenges teachers to lead—to turn their commitment to the National Education Association into future achievement. "We built the NEA to help us do whatever needs doing, for teachers and kids, whenever it needs to be done," he told them. "Working together," he added, "we have built an organization that includes almost two million of this nation's teachers. We represent teachers in 72 of the 100 largest urban areas in America, in most of the suburban areas, and in a vast majority of the rural and semi-rural areas. In point of fact, we are so large and so widely disbursed that if education is to have an effective advocate, we must be that advocate! We are the only organization capable of providing that advocacy." Ryor, whose term as NEA president expired August 31, got a standing ovation when he concluded his speech with the words at right.

We must declare, to those board members, administrators, and politicians who have not figured it out yet, that teachers are not the enemy, we are the resource; the enemy is ignorance and prejudice and insensitivity.

It is time we told the super critics, "Don't bother coming into my classroom to tell me what's wrong. I know what's wrong. There are too many kids in this classroom, that's what's wrong. There are too few supplies to teach with, and that's what's wrong. There are too many children who come to school hungry, tired, unloved, and unsupervised, and that's what's wrong. There are too many children who are emotionally and physically abused, and that's what's wrong.

"At times it seems the whole society is dumping all of its problems in our classroom, expecting us to be minister and parent and social worker and police officer. That's what's wrong. It's hard enough to find the strength within myself to be the teacher these kids need, and that's what's wrong. And there's far too little support from people like you, Mr. Politician, and that's what's wrong.

"So, unless you have some help to offer, go away, because I'm doing the best I can every day to teach these children in spite of all the problems they have to overcome and in spite of my own human shortcomings. And unless you can help me, you just get in the way and make things worse."



There is "no doubt" that we should have a Department of Education, Sen. Howard Baker (R-Tenn.) tells the NEA delegates. "It's time that education stop being last," he added. Baker, who is Senate minority leader and a contender for the GOP presidential nomination, also told the NEA teachers he wants the SALT II treaty amended because an unamended treaty is "inherently inequitable" to the United States. And he pleaded with teachers to work harder to make sure that America's young people take a greater part in the nation's politics. Below, NEA's Willard McGuire applauds Baker.

A majority of the delegates at the Detroit convention favored an amendment that would have allowed a third two-year term for top NEA officers, but the amendment failed because it needed a two-thirds vote to pass. The final tally was 4,321 votes (58.9 percent) for extension of the terms; 3,013 (41.1 percent) opposed. The extension issue was heartily debated during the meeting. "I supported extension," said Vicki Warren of Atlanta (left). "A president should be in as long as an NEA director. It's strange for a different president to appear every two years." "I voted against extension," said Martha Sanders of Cairo, Illinois (right). "It tends to stagnate new ideas in leadership. New ideas help. Some people were promoting the establishment of a dynasty."

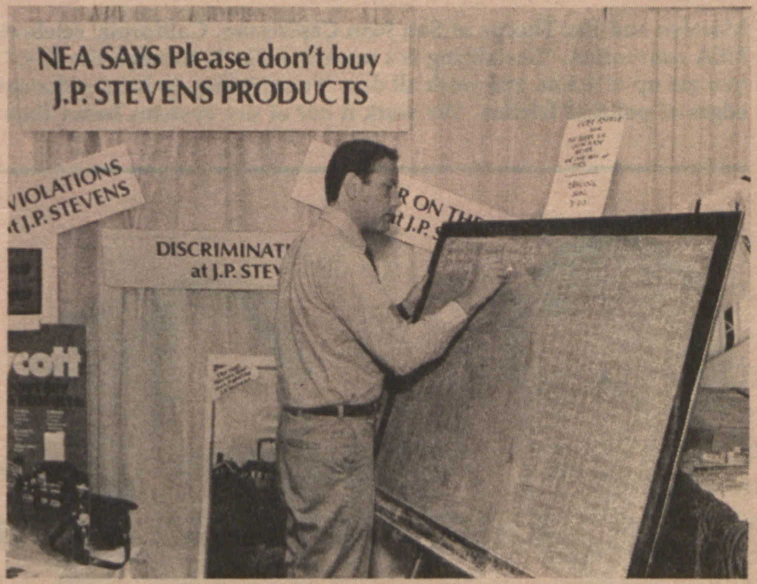
Elected to NEA Offices

Candidates for NEA offices tell the NEA delegates of their programs and commitments. From left, Bernard J. Freitag, who was elected vice-president; Martrene Woodard, who was reelected to another three-year term on the NEA Executive Committee; and Judith M. Owens, who was elected to a three-year Executive Committee term. Freitag is a teacher from Feasterville, Pa. Woodard is a classroom teacher in Rochester, Minn. Owens is an Asbury Park, N.J., teacher. The NEA delegates also elected two at-large members of the NEA Board of Directors, representing administrators. W. Jack Benson of Chattanooga, Tenn., won a three-year Board term; Ed Deaton of Columbus, Ga., was unopposed for a one-year term.

"We cannot give an inch to the far right—now or ever!" declares NEA Executive Director Terry Herndon. In his convention address, he blasted the "purveyors of fear" on the political right and "the spineless politician who abandons leadership for prominence in a parade which he did not create because he knew it to be going in the wrong direction and knew its purpose to be improper." As a antidote to the far right, Herndon called on NEA teachers to "enhance our political power." "We need effective deployment of more precinct workers, more telephone canvassers, more convention delegates, more door knockers, more campaign organizers, and more money," he said.

Thousands of NEA conventioners visit exhibits during the convention. Exhibits include classroom materials, commercial sales, NEA materials and aids, give-aways, and promotion of Association programs and ideas.

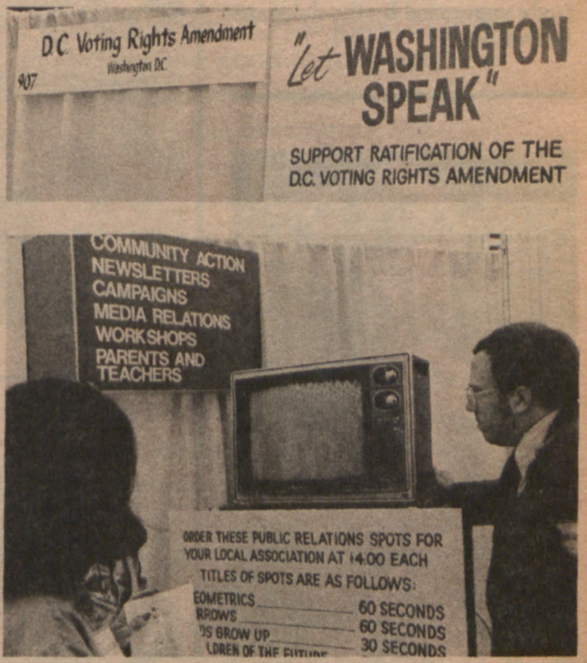
EXHIBITS EXHIBITS


NEA SAYS Please don't buy
J.P. STEVENS PRODUCTS
VIOLATIONS at J.P. STEVENS
DISCRIMINAT at J.P. STEV

"I love them!" says Jefferson County, Kentucky, delegate Eloise H. Fowler, speaking of the multitude of exhibits at the convention. "The exhibits keep you abreast of the latest in classroom ideas," she points out. "I find I still have time for official business and meetings," says Fowler, who has attended prior NEA and Kentucky association conventions.

Coretta Scott King thanks NEA members for a gift of $50,000 for Freedom Hall, which she described as "a unique, living memorial to Martin Luther King Jr., and to the contributions of black people to American society." She said that Freedom Hall construction would begin in October, with completion scheduled in two years. The center will be devoted to the history and philosophy of peaceful, nonviolent action, she said, as well as to instruction in the methods for achieving social, political, and educational goals.

in-service raining materials
Special Discount Section
ALL TITLES 75¢
ALL TITLES 25¢


D.C. Voting Rights Amendment
"Let WASHINGTON SPEAK"
SUPPORT RATIFICATION OF THE D.C. VOTING RIGHTS AMENDMENT
COMMUNITY ACTION
NEWSLETTERS
CAMPAIGNS
MEDIA RELATIONS
WORKSHOPS
PARENTS AND TEACHERS
ORDER THESE PUBLIC RELATIONS SPOTS FOR YOUR LOCAL ASSOCIATION AT 14.00 EACH
TITLES OF SPOTS ARE AS FOLLOWS:
60 SECONDS
60 SECONDS
30 SECONDS

(Continued from page 3)

problem," he said. "We intend to reverse that process."

Recognizing the importance of NEA's 56,000 higher education members in an organization dedicated to kindergarten through graduate teachers, convention delegates established a Standing Committee on Higher Education, effective September 1, 1981.

The nine-member permanent standing committee, appointed by NEA's president, will advise NEA on policy issues that affect college faculty.

The Standing Committee on Higher Education replaces the Higher Education Council, a 16-member body which has performed the same advisory function since 1974 but which was intended to be only a temporary entity.

Higher education members voted July 3 in the council's last election. Reelected for two years as regional representatives were Jack Turner of California, Joyce Zinchini of Pennsylvania, James Durham of Minnesota, and Robert Rose of Nevada. Elected to the minority-at-large seat, also for two years, was L. Alice Peters of New Jersey.

Teachers as well as persons from many other walks of life—including the U.S. Supreme Court—were honored at the convention for outstanding devotion to education and for efforts to build a peaceful and harmonious society and world peace.

The Dorros Peace Trophy Award, first given in 1976 and named for Sidney Dorros, the original staff consultant to the NEA Bicentennial Committee, went to the Pennsylvania State Education Association, not only for its long history of participation in international activities, but especially for its leadership of local associations in making 1979 the International Year of the Child.

The International Year of the Child was the subject of an address to the convention by Jean Childs Young, who heads the U.S. national commission dealing with observance of the event. Married to Andrew Young, U.S. Ambassador to the United Nations, she has also been a classroom teacher, a Teacher Corps supervising teacher, an area resource teacher, and coordinator of elementary and preschool programs.

United States Supreme Court Justice Thurgood Marshall was selected to receive another of NEA's highest honors, the 1979 Friend of Education Award. In announcing the award, Ryor noted that it came on the 25th anniversary of the Brown vs. Topeka Board of Education school desegregation decision which Marshall, as the U.S. solicitor general, argued before the high court. Justice Marshall, who has consistently declined to accept honors while serving on the nation's first judicial tribunal, will receive the award upon his retirement.

"Higher education is a recognized entity within NEA," says New Jersey delegate Howard Parish, discussing convention strategy with fellow teachers. "We're different in many ways from K-12, but we have the same problems. We're still classroom teachers," adds Parish, a professor of marine geology and oceanography at Jersey City State College who also serves on NEA's Board of Directors and Higher Education Council. Parish organized K-G floor support for the Board's recommendation that the Higher Ed Council be changed to a more influential standing committee by September 1981, a move overwhelmingly supported by the delegates in Detroit.

"The call for a Constitutional Convention opens the entire U.S. Constitution to change. We oppose this method of amending the Constitution," says Larry Stephenson, speaking for the Wisconsin Education Association on the convention floor. The delegates passed the business item Stephenson was supporting; it calls on NEA to "prepare materials for its affiliates in opposing any legislation that calls for the convening of a U.S. Constitutional Convention."

Maralyn and Jim Thorpe of San Juan Capistrano, California, celebrate Friendship Night during the NEA convention. "Socializing is a must to make it through the day," says Maralyn. Jim added, "When you get up at 6 a.m. and work all day, it's necessary to have a change of pace. Dancing takes away the edges of political friction. We work it out of our systems better than by yelling at each other."

"When we walked in and saw all those people—we thought it's a miracle we can all come together and make decisions," Shirley and David Kraus said in Detroit, their first NEA convention. Married two years, the Krauses teach in Dayton, Ohio, where they both spent a weekend in jail during a strike last fall. "We got some notoriety from that," says David Kraus, "and we became more active in the Association and better known, so we were elected delegates." Like many delegates, they had mixed feelings about extending the term of the NEA president: "We believe John Ryor has done a good job—but then there has got to be more than one person who can serve as Association president."

"Overall ethnic-minority representation at the convention was at least 18.4 percent," Joan Blank, who chairs the Credentials Committee, reports to the delegates. "Minority representation at the convention constituted 21.7 percent of the 6,345 delegates for whom NEA had data," she points out. "Data was lacking for another 1,134 delegates, but even if they are assumed to be nonminority, the overall ethnic-minority representation would be 18.4 percent." NEA officials pledged to maintain a strong ethnic-minority representation in NEA meetings despite a federal order that places NEA under the Landrum-Griffin Law and suspends guaranteed ethnic-minority proportions once required by Association governing documents.

Handicapped and nonhandicapped delegates chat during a break in the convention action at Cobo Hall. Special seating, registration, and parking arrangements were made to help smooth participation by handicapped members.

"The Supreme Court held that agency shop fees are constitutional for public school teachers," says NEA General Counsel Robert Chanin at a convention press conference. "But that money can only be used for collective bargaining, not for electing friends of education. The Right to Work Committee says that everything NEA does is political . . . They are indeed a pain in the neck," he added.

Associations Attack Federation Myths

Nobody Bargains Better

By Sal Streett, Reporter assistant editor

Teachers in the San Francisco Bay area and in Scottsdale, Arizona, found out the hard way that Federation bargaining is limited and inept.

"The difference between NEA and AFT is its (AFT's) bargaining power at the local level," said a teacher during the San Francisco bargaining election.

Said another teacher voting for the local Federation in Scottsdale, Arizona, "The NEA is good in political action and good in instructional areas, but when it comes down to bargaining, I'm betting on the union."

These statements are representative of those teachers whose credulous attitudes allow them to be sucked in by Federation myths.

"Ask these teachers what's the basis for their reasoning and they can't tell you," says Judy Dellamonica, president of the San Francisco Classroom Teachers Association. "It's just based on a perception that the union has more expertise at the bargaining table, but they can't cite facts to support that perception."

This perception about the union led the majority of teachers in San Francisco to vote for the San Francisco Federation of Teachers two years ago, thereby reinstating the Federation as exclusive bargaining agent.

What has happened to San Francisco teachers and the educational system in that city in the interim is nothing less than a tragedy.

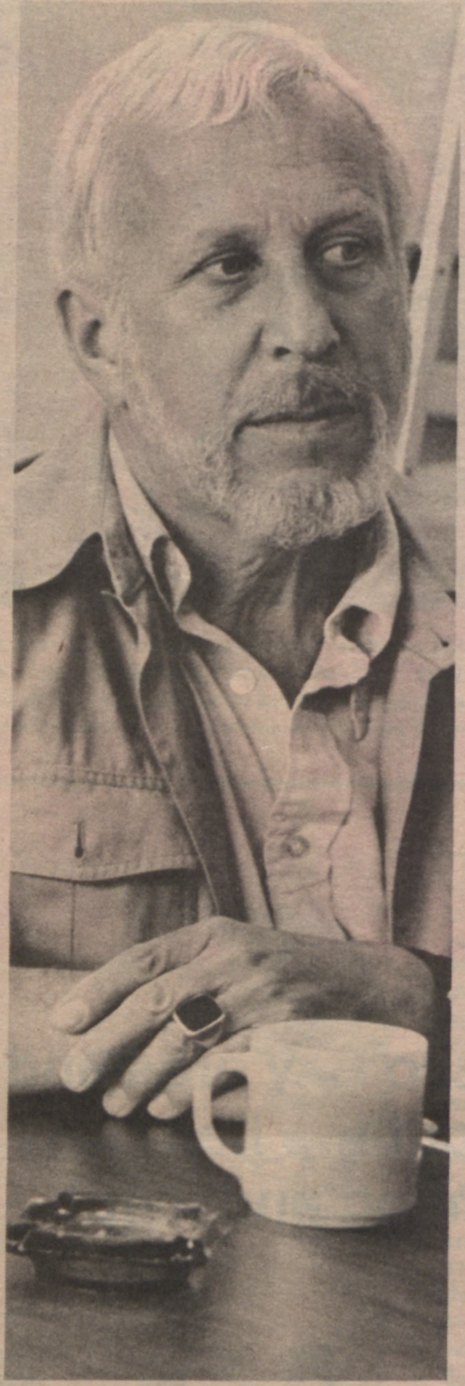
Twenty-six percent of the certificated staff have been riffed, and thirty-nine percent of those fired are minorities. The last salary increase teachers received was two years ago (6 percent), and they have had only

(Continued on next page)

Nobody Bar

Judy Dellamonica, president of the San Francisco Classroom Teachers Association, describes the pitiful record of the San Francisco Federation of Teachers. "Do you know that when they negotiated this last contract, the factfinder recommended a no-layoff clause and the Federation ignored it?" Gerald DeRyan, past president of the SFCTA, says, "In the entire state of California, 2,500 teachers were laid off, 1,200 were right here in San Francisco."

> **"The Federation, in five years' time, negotiated away almost all that the Association won in 1972-73."**



Bruce Moe, 54, a riffed art teacher who taught at the Luther Burbank Middle School in San Francisco: "I never believed it would happen. What kind of retirement can I have? You can't imagine how humiliating it is to have to go to the unemployment office, especially at my age."

(Continued from preceding page)

two increases in the past five years. Class sizes have increased, involuntary transfers have been rampant, and the district administration has ignored the teachers' contract.

"The Federation wrote an extremely weak contract," said Dellamonica. "In many ways it isn't as strong as the old meet-and-confer agreements before we had a collective bargaining law."

"It's so full of holes it's unenforceable," said Gerry De-Ryan, past president of the SFCTA. "In other words the language for most of the provisions is so weak and generalized, the administration can do and does whatever it wants."

"The Federation leadership pitched rhetoric at teachers during the election campaign about how San Francisco is such a strong labor town and that it was in the best interest of teachers to affiliate with the AFL-CIO," said Dellamonica. "That's a myth . . . the labor council is horribly weak. Not only have they not been able to prevent 1,200 teachers from being fired, but they failed to prevent two anti-strike measures from being passed by the voters and they've lost every related measure they put on the ballot.

"The Federation's affiliation with organized labor in this city has meant absolutely nothing for teachers."

Other side of the bay

In Oakland, across the bay, it's a different story. There, the bargaining representative for teachers is the Oakland Education Association. Oakland, about three-fourth's the size of San Francisco, has all the attendant problems of a large urban school system. But the picture for teachers in Oakland is much brighter.

For example, there were no teacher rifs this year (even in the wake of Proposition 13) nor the year before. When the district tried to lay off 144 teachers last year, the Association went to bat for them and convinced the hearing officer that more teachers were needed, not fewer. The result: 144 teachers kept their jobs and an additional 100 teachers were hired.

"We're much better off than San Francisco," says Jan Mendelsohn, OEA president. "We had the bargaining expertise and the foresight to negotiate a three-year contract with wages and fringe benefits built in. That way we didn't have to bargain salaries and fringes when Prop 13 hit. The Federation in San Francisco had neither the foresight nor the expertise to do that, consequently the teachers there have suffered financially.

"We also have absolute class-size maximums that are enforceable, whereas San Francisco failed to negotiate enforceable limits . . . they only have goals. Our fringe benefit package is not only better than San Francisco's, it's the best in the state."

OEA's contract also places much more emphasis on teacher rights.

OEA
DELIVERS
PROGRESS NOT PROMISES
RESOURCES NOT RHETORIC
TEACHER AUTONOMY NOT LABOR AFFILIATION

Jan Mendelsohn, full-time released president of the Oakland Education Association: "We're much better off than San Francisco because we have the bargaining expertise, the resources, and the foresight. We bargained a three-year contract with wages and fringes built in. OEA has an excellent staff and I have been able to work full-time for teachers for the past three years as released-time president."

Oakland and San Francisco Teacher Salaries and Benefits—An Association/Federation Comparison

Oakland and San Francisco are separated by the bay from each other. Oakland teachers are represented by the CTA/NEA; San Francisco teachers are represented by the AFT/AFL-CIO. The table below compares salaries and other benefits received by teachers in the two cities.

	OAKLAND	SAN FRANCISCO
Bargaining Agent	**CTA/NEA**	**AFT/AFL/CIO**
Teacher Layoffs	None	1200 plus a threat to all
Salary	77-78 5.1% raise	77-78 6% net
	78-79 5.0% raise	78-79 0
	79-80 5.0% raise	79-80 ?
Fringe Benefits:		
Health	Employees & Dependents	Employees Only
Dental	Employees & Dependents	Employees & Dependents
Vision	Employees & Dependents	Employees Only
Life Insurance	Employees Only	Employees Only
Income Protection	Employees Only	Employees Only
Annuity	Employees Only	None
Total $ Amount	$3,190.00	$896.28
Safety & Discipline	Disruptive students (those who lead employee to feel threatened) shall be removed from classroom.	District shall take reasonable steps to provide safe and nonhazardous working conditions.
Class size	Absolute Maximums	District Goals

gains Better

"We enjoy an excellent record in this area," Mendelsohn said. "Because our teachers voted to bargain agency fee in our contract, we have been able to afford the arbitrators' fees. The Federation in San Francisco, on the other hand, cannot afford to take their grievances to the arbitration level . . . they actually discourage teachers from filing grievances."

"That's true," says Bill McMurray, executive director for the San Francisco Classroom Teachers Association. "They actually tell teachers not to file grievances. 'We'll write a letter to the board', they say. Many, many teachers have good reason to file a grievance, but they are learning to overlook them because of the union's poor record of not doing anything. So, more and more teachers [Federation members] are coming to us and I am processing them," McMurray said.

Scottsdale take-back

In Scottsdale, Arizona, the bargaining representative for teachers is now the Scottsdale Education Association. SEA won the bargaining election on May 10, 1978, after five years of Federation representation. During that period, teacher salaries in Scottsdale, one of the wealthiest districts in the state, dropped from 34th place to 131st place in the state.

"We've been working very hard to regain the ground that the Federation lost when they were the bargaining agent," says Dave Bowman, 26-year-old SEA president. "The Federation, in five years' time, negotiated away almost all that SEA won in 1972-73. Not only were salary settlements poor each year of Federation bargaining, but they lost several valued contract provisions and weakened several others."

Examples of the Federation's ineptness include the loss of profesional days, weakening of the student discipline policy needs, loss of teacher responsibility for office hours, hiring of permanent substitutes after October 1, weakening of class-size provisions, and deterioration of strong contract language for teacher protection.

But SEA holds the reins now and Scottsdale teachers' salaries no longer rank at the bottom.

As a result of SEA bargaining, 1,071 teachers will receive a greater increase this year than they did last year under Federation bargaining. Twenty-three will receive slightly less. Not only are the increases at each step greater, but the increments are all greater than they were last year. This year every teacher in the district will receive an increment.

"While we were able to improve the salary schedule and make other significant gains for teachers, we could have done even better had the Federation, during its five years of bargaining, not established a record of just okaying board proposals," said Mike Carter, Scottsdale UniServ director. "The board got used to outbargaining the Federation, so this year when the board was faced with bargaining experts, they just weren't used to it. But even with that, SEA's contract is still the best contract in five years."

> **"The Federation has a mom-and-pop operation in Arizona. Bargaining is too complicated a process to leave to a mom-and-pop, seat-of-the-pants organization."**

It's easy to understand why the Federation failed so miserably as bargaining representative when you take a close look at their organization. The Federation has no staff in Arizona, unless you count the Federation president on released time for a year. The Scottsdale Federation has little expertise in school finance, no lobbyist for education funds, no research capability on district finances, no experience in bargaining outside Scottsdale, and no real potential for obtaining such training, experience, or research.

"In short," says Bowman, "the Federation has a mom-and-pop operation in Arizona. Bargaining is too complicated a process to leave to a mom-and-pop, seat-of-the-pants organization," he said.

In addition to the Federation's poor record of representing teachers, the organization also has gained notoriety in Scottsdale for its perverse tactics.

Walter Hoffman, high school math teacher and department chairman, is currently an SEA executive board member. Formerly Scottsdale Federation president, he left the union when he realized it was "not an organization for teachers, it was an organization for Larry Bell (Arizona Federation of Teachers president)."

Hoffman said when he left the Federation to join SEA, he and his family became victims of the union's wrath. "They threw eggs at my house, egged my wife's car, put diesel fuel in it, and rear-ended my car," Hoffman said. "At first we thought it was kids' pranks, until we started getting threatening phone calls."

Hoffman said the union also threatens teachers into joining the Federation. "They actually resort to harrassment and say things like 'We'll get you if you don't join us.' "

Hoffman continued: "If teachers really knew what goes on in the Federation it couldn't exist. It's incredible, but some teachers refuse to believe it."

Although SFT is an extreme example of a bad Federation local, it is not that atypical of other AFT locals with respect to their resource limitations. Their militant image is built on promises, rhetoric, and public posturing, but they lack the training, the resources, and the delivery system to effect progressive changes for teachers and education.

NEA local and state affiliates, on the other hand, survive and thrive because of their healthy resources, their sophisticated delivery system, and their highly trained teacher-leaders and staff.

For example, NEA guidelines call for one UniServ staff person from the AEA for every 600 to 1,200 teachers, qualifying Scottsdale for its own staff help. UniServ staff have extensive training and experience in negotiations, grievance processing, arbitration, and organizing teachers. They are hired by teachers and work expressly for teachers.

Whether staff is used directly in negotiations or indirectly through training of teachers is determined by the local Association. When SEA negotiated in Scottsdale, both state and national staff assisted at the bargaining table. The result of combining professional negotiators with local teachers is one of the best salary schedules and teacher contracts in the state.

Scottsdale Teacher Salaries—An Association/Federation Comparison

The tables below show Scottsdale's new teacher salary schedule in comparison with last year's Federation-bargained schedule. 1,071 teachers are receiving a greater increase next year than this year; 23 teachers will get slightly less. Every teacher in the district will receive an increment, but the dollar and percentage amounts below do *not* include increments.

Raises including increments

Top of schedule (MA + 72)

1978	$18,898 (Step 14)
1979	20,129 (Step 15)
1980	21,501 (Step 16)

This year that teacher made a raise including increment of $1,231 or 6.51%. Next year that teacher will make a raise of $1,372, or 6.82%.

Middle of Schedule (MA + 15/BA + 45)

1978	$16,263 (Step 13)
1979	17,183 (Step 14)
1980	18,372 (Step 15)

This year that teacher made a raise including increment of $920 or 5.66%. Next year that teacher will make a raise of $1,189 or 6.92%.

Beginning of Schedule (BA)

1978	$ 9,841 (Step 4)
1979	10,542 (Step 5)
1980	11,417 (Step 6)

This year that teacher made a raise including increment of $701 or 7.12%. Next year that teacher will make a raise of $875 or 8.30%.

SEA-AEA-NEA
Nobody does it better
SEA-AEA-NEA
Nobody does it better
BARGAINING EXPERT
SEA-AEA-NEA
Nobody does it better

Scottsdale Education Association members celebrate a job well done. "Through the AEA and NEA computer bank, we are armed with comparative data and are totally prepared when we go to the bargaining table," says Dave Bowman, SEA president (right). "The union doesn't have that capability," says Jan Miller, teacher negotiator for SEA (second from right). Shirley Baker is a Spanish teacher and an active SEA advocate. Walt Hoffman (left) is an SEA executive board member.

Honors Awarded for Work in

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women

Mary Chun Lee Shon, teacher and advisor, KEYS (Knowledge of English Yields Success) Project, South Pasadena, Calif., received the Award for Leadership in Asian and Pacific Island Affairs. In 1974, she became involved in improving curriculum for Asian and Pacific Islander children. Since that time, she has been a teacher and advisor in the KEYS Project, servicing the educational, cultural, and linguistic needs of Japanese, Korean, Chinese, Filipinos, and Samoans.

Barbara Spence, 1978-79 chairperson of the Massachusetts Teachers Association Human Relations Committee, received the Carter G. Woodson Memorial Award, presented jointly by NEA and the Association for the Study of Afro-American Life and History for leadership and creativity in promoting Black History Month. A dynamic educator who is actively involved in promoting awareness, understanding, and appreciation of the black American, Spence's most recent contribution to the promotion of black awareness was the creation of a Martin Luther King, Jr., activity kit that was mailed to every MTA member. She currently serves as an eighth-grade social studies team leader at Worcester East Middle School and as assistant director of admissions at St. Vincent Hospital School of Nursing.

The Rosena J. Willis Memorial Awards are presented each year to the state education association having the most effective human relations program and to the local education association having the most improved human relations program. Accepting the award for the Utah Education Association is Carl Wankier, UEA president (left, top photo). Gerald Martin, Human Relations Committee member, is the presenter. The local recipient is the Indian Creek Human Relations Council, Mingo Junction, Ohio. Accepting the award are (second from left, bottom photo) Karen Edwards and Brenda Byers (glasses). Terry Bergeson, NEA Women's Caucus chairperson (left), is the presenter with Diane Koonce, Human Relations Committee member, assisting.

Shirley McCune, director, Resource Center on Sex Equity, Council of Chief State School Officers, Washington, D.C., is the recipient of this year's Award for Creative Leadership in Women's Rights, presented for activities in the field of women's rights which have made a significant impact on education and have furthered the achievement of equal educational opportunities for women and girls. Former manager in NEA Teacher Rights and associate director of the NEA Center for Human Relations, McCune currently directs the CCSSO's Resource Center on Sex Equity, seeking to increase the capability of state education agencies, national organizations, and federally funded projects to achieve sex equity in education.

Andrea Peterson, teacher, Grand Portage Elementary School, Grand Portage, Minn. (center), received the Leo Reano Memorial Award, presented for leadership in resolving social problems, particularly as they relate to individuals of American Indian and Alaskan Native heritage. Currently Minnesota's Teacher of the Year, Peterson was one of four finalists for this year's National Teacher of the Year Award. She has spent the past 16 years teaching first, second, and third grades at Grand Portage Elementary School on the Chippewa Indian Reservation. In her school—which has six grades and two rooms and is the only log school still operating in the state—she emphasizes Indian history and culture. She was one of the first teachers in Minnesota to abandon the notion that Indian students should shed all vestiges of their culture. Presenters are Harriet Booth, teacher, Anchorage, Alaska (left), and Martrene Woodard, NEA Executive Committee member from Rochester, Minn.

Gloria A. Gutiérrez, director, Bilingual Bicultural Education Project, Lorain City Schools, Lorain, Ohio, received the George I. Sánchez Memorial Award, presented for leadership in resolving social problems, particularly as they relate to individuals of Hispanic American heritage. "The human rights of all individuals should be respected, extended, and protected," Gutiérrez said. "I will continue to work for the respect of all human beings by being a worthy human being myself." Silvia Rodriguez (right), teacher from Hartford, Conn., presented the award.

Herbert L. Block (Herblock), editorial cartoonist for the Washington Post since 1946, received the 1979 Committee on Human Relations Special Award for his "outstanding use of an art form to depict social injustices and inequities in American society."

Human and Civil Rights

DETROIT—Ten persons and two educational organizations received honors here for their recent work in human and civil rights. The awards, presented at a dinner session during the NEA convention, were announced by the NEA Committee on Human Relations.

Barbara Shin, chairperson, Minnesota Education Association Human Relations Commission, Minneapolis, Minn., and Dick C. E. Davis, principal, McMillan Junior High School, Omaha, Nebr., received the H. Councill Trenholm Awards, presented to one black and one white educator for leadership in the advancement of intergroup understanding within the education profession.

Wade Wilson (center), president of Cheyney State College in Pennsylvania, former president of the Pennsylvania State Education Association, and former NEA Executive Committee member, received the Irvamae Applegate International Understanding Award. This award is presented annually to a teacher who has furthered international understanding. Wilson chaired the first NEA Human Relations Committee and was instrumental in creating a greater and better understanding among the various ethnic and cultural groups of this country. He also has represented NEA in Asia, Europe, and Africa. He helped the African Teachers Association of South Africa and promoted them for membership in the World Confederation of Organizations of the Teaching Profession. Presenting the award is George Mello, International Relations Committee chairperson; assisting is Brenda Hanley, a member of the committee.

Antoinette Miller, teacher, Houston, Texas, posthumously received the Whitney M. Young, Jr., Award, presented for promoting equal employment in education. Accepting for her is past NEA President Waurine Walker of Austin, Texas. Miller died on March 12, 1979, shortly after having been nominated for the award. Miller taught for 50 years and spent much of her professional career fighting for teacher rights and desegregation. She was a former president of the Houston Teachers Association and of the Texas State Teachers Association. Said Walker of the recipient: "She firmly believed that everyone should have equal opportunity for professional growth. She always said, 'A useless life is short no matter whether it lasts a century,' and she believed that 'everything comes to those who hustle while they wait.' She would have considered this award to be her crowning achievement for her 50 years of teaching." At rear is Ramon Huerta, former NEA Executive Committee member, who presented the award.

Pre-Convention Women's Caucus Looks at Education in a Changing World

DETROIT—Participation of women in the work force in 1979 has reached the level anticipated for 1985.

This fact is just one part of the lesson that the world is changing even faster than had been predicted. Helping NEA members provide more appropriate education for a changing world was the focus of the two-day NEA Women's Caucus conference here, held just prior to the Association's Annual Meeting.

About 160 NEA members gathered for the caucus conference. They came with commitment and often with frustrations that the laws weren't making enough difference. Those 160 left late the next afternoon with confidence that change could happen and with knowledge and skills to help them make it happen.

There was immediate agreement that progress toward sex and race equity had not been happening rapidly enough to truly reflect either the intent of the laws, specifically Title IX, or the world in which students will be living.

"Where there has been change, it has been because people have been advocating for change. Compliance with the laws is not enough," pointed out Terry Bergeson of Washington, who chairs the NEA Women's Caucus. With that as a basic tenet, the caucus had brought together trainers from around the country to help the conferees identify strengths and weaknesses, broaden their own knowledge, build their own awareness, and to try, as trainer Andy Griffin put it, "to come from the other person's frame of reference." Griffin emphasized the role of grievance processing as a tool to bring about race and sex equity.

Shirley McCune, nationally recognized change agent and teacher trainer, agreed with Griffin on the importance of using a grievance procedure not only to enforce laws on the local level but also to educate and monitor.

Using materials developed by McCune, conferees looked at specific types of bias. They studied how to teach with biased materials, and they learned the importance of *what* students read as well as *how well* they read.

Throughout the conference, participants were looking at themselves. An ongoing question was: "What sort of things do teachers do that perpetuate an unrealistic view of the lives our students are really going to live?"

Sexism and racism were viewed as interlocking restrictions. Perpetuating the status quo in both areas came under attack; and the attack by these 160—and the educators with whom they will share—is now backed by increased knowledge and skills.

HEW Secretary Sued for Refusing To Enforce Title IX

WASHINGTON, D.C.—NEA and five feminist organizations have filed a court action charging Secretary of HEW Patricia Harris and Director of HEW's Office for Civil Rights David Tatel with contempt of court for failing to enforce Title IX prohibitions against sex discrimination in schools, particularly in intercollegiate athletics.

The request for contempt of court citation, brought by NEA, Women's Equity Action League, National Organization for Women, National Student Association, Federation of Organizations for Professional Women, and Association for Women in Science, was originally filed against former HEW Secretary Joseph Califano. The HEW secretary allegedly violated the December 1977 (WEAL) court order requiring HEW to enforce Title IX provisions under strict timeframes.

The suit follows release of the NEA Research report, "Title IX: Parity of Coaches Salaries for Male and Female Athletic Teams," which discloses that women athletic coaches in the nation's public schools still receive salaries below those of their male counterparts despite gains in recent years.

New York NEA Teachers Win Truth-in-Testing Law

ALBANY, N.Y.—The New York Educators Association made history in July, pushing the nation's first truth-in-testing law through the state legislature and watching Governor Hugh Carey sign it.

Meanwhile, more than 7,600 delegates to the NEA convention called for similar federal truth-in-testing legislation and for a congressional investigation of the powerful, unchecked testing industry.

The New York law, which becomes effective January 1, requires testing companies to release graded tests and correct answers on request. The law forces companies to release all of their own internal studies on their tests and to describe what the tests are supposed to measure and how to interpret the scores.

The testing bill was strongly opposed by the giant testing companies and by college and university administrators. NYEA lobbied long and hard alongside student, parent, and citizens groups, including one affiliated with Ralph Nader.

New York's vanguard truth-in-testing law is expected to have a nationwide impact. Already, NEA teachers in New Jersey have begun to seek similar legislation in their state. NJEA teachers introduced the business item at the NEA convention calling for truth-in-testing laws at the federal level.

Legislation for federal truth-in-testing has been introduced by Rep. Theodore Weiss (D-N.Y.). It would require the release of research on the reliability and validity of standardized tests, and would allow the disclosure of the results of admissions and placement examinations prepared by companies such as the American College Testing Program and the Educational Testing Service.

"Standardized tests are similar to narcotics. They have a legitimate use but are widely abused," said NEA Executive Director Terry Herndon at a July House of Representatives hearing on truth-in-testing legislation.

NEA has also in recent months filed Freedom of Information Act requests and a federal court case against the Federal Trade Commission for release of underlying data of FTC studies indicating that private coaching schools help improve scores on the Scholastic Aptitude Test.

"Such access to information is crucial in education," says Herndon.

NYEA President Ed Robisch said, "With the truth-in-testing legislation, New York state can be a leader in the field of testing regulation, which has been, up to now, thwarted by the ETS running the government's clearinghouse on testing—a situation tantamount to the fox minding the henhouse."

Notice of Political Activity Rebate Procedure

A nonmember of NEA who is required to pay an agency shop, fair share, or similar fee which is equivalent to dues of members to an NEA affiliate is eligible to receive a rebate of that portion of the fee which otherwise would be used by the NEA for political activity.

As used herein, the phrase "political activity" means (1) the administration of the NEA's independent political action committee (*i.e.*, NEA-PAC), (2) the determination and/or publicizing of the NEA's preference for a candidate for political office, (3) efforts to enact, defeat, repeal, or amend legislation which is not related to the working conditions (legislation establishing collective bargaining, professional negotiation, or some other system of employer-employee relations shall be deemed related to working conditions), welfare, or working environment of employees represented by the NEA and/or its affiliates, or (4) contributions to charitable, religious, or ideological causes.

Request for Rebate

A nonmember may request a rebate by sending a written comunication to:

Political Activity Rebate
Office of Affiliate Relations
National Education Association
1201 - 16th Street, N.W.
Washington, DC 20036

The communication must include a statement by the nonmember that he or she is not a member of the NEA, objects to the expenditure by the NEA of any portion of his or her fee for political activity, a request for a rebate, and the following information: (1) the name and address of the nonmember; (2) the position in which the nonmember is employed; (3) the name of the NEA affiliate which is the nonmember's collective bargaining representative; and (4) the amount of the fee which the nonmember is required to pay to the collective bargaining representative for the membership year in question. The communication must be postmarked not more than thirty (30) days after the nonmember paid any portion of the fee to the collective bargaining representative, or the posting of a Political Activity Rebate Notice by the collective bargaining representative, whichever is later.

The amount of a nonmember's rebate is determined by multiplying the amount that he or she is required to pay to the NEA during the membership year in question by the percentage of the NEA budget which is expended for political activity during that year. A preliminary determination has been made that during the 1979-80 membership year 8.6 percent of the NEA budget will be expended for political activity. After the membership year has ended, a final determination will be made on the basis of the amount actually expended for political activity. Each nonmember who requests a rebate will be notified in writing of the amount to which he or she is entitled and the procedure for payment.

If service fees charged to nonmembers are established at an amount less than regular dues and the difference is greater than the actual rebate, the full rebate will be considered to have been paid to the nonmember by virtue of the reduction. If the difference is not greater than the rebate, nonmembers will be entitled only to that portion of the rebate which exceeds the difference between regular dues and the reduced fees.

NEA Helps To Block Broadcasting Deregulation

WASHINGTON, D.C.—NEA has played a significant role in stalling legislation in the House of Representatives designed to deregulate radio and television and give broader powers for programming to the multibillion dollar broadcasting industry.

In June, NEA spearheaded a coalition of major labor unions in opposition to the legislation. The coalition argued that the legislation would leave the airwaves to the richer interests while eliminating fairness obligations of the networks and their affiliates.

Testifying for the coalition, NEA Communications Director Susan Lowell said the legislation "snatches away the mandate to broadcasters with public access and replaces this key ingredient with what can only be described as a wish and a promise." If the House bill becomes law, "the public interest standard—the primary force of the 1934 Communications Act, and its most vital ingredient—will have been sacrificed to corporate power and political expediency," Lowell added.

Revision of the comunications law is currently before both houses of Congress (HR 3333, S 611, and S 622). It calls for federal regulation of all comunications, including broadcasting, only when "marketplace forces fail to protect the public interest."

Meanwhile, a House commerce communications subcommittee, facing intense political pressure on the broadcasting aspect of the bill, is expected to concentrate on legislation to revamp regulation of the telephone industry.

A Senate commerce communications subcommittee is moving ahead on similar legislation including the part on broadcasting. Markup of the legislation is slated in the fall.

NEA opposes this legislation and urges teachers to write members of the Senate Committee on Energy and Natural Resources in opposition to S 611 and S 622. Tell your Senate members that regulations governing radio and television broadcasting should be strengthened, not weakened, to ensure quality programming—especially for children. Emphasize that the public interest standard and public access to the airwaves must be preserved.

Members of the full Senate Committee on Commerce, Science, and Transportation are Howard W. Cannon, Nev., chair; Warren G. Magnuson, Wash.; Russell B. Long, La.; Ernest F. Hollings, S.C.; Daniel K. Inouye, Hawaii; Adlai E. Stevenson III, Ill.; Wendell H. Ford, Ky.; Donald Riegle, Mich.; J. James Exon, Nebr.; Howell Heflin, Ala., all Democrats; and Bob Packwood, Oreg.; Barry Goldwater, Ariz.; Harrison Schmitt, N.M.; John C. Danforth, Mo.; Nancy Landon Kassebaum, Kans.; Larry Pressler, S.D.; and John Warner, Va., Republicans.

The labor coalition, which comprises an Ad Hoc Committee to Preserve the Public Interest Standard in Broadcasting, include NEA; the American Federation of State, County, and Municipal Employees; the United Steelworkers; the Screen Actors Guild; the United Auto Workers; and the Coalition of American Public Employees.

Grandparents Honored September 9

NEA members and their families will observe National Grandparents Day, September 9. Twenty-three states have proclaimed the holiday, and over 1,000 nursing and retirement homes celebrate the event honoring America's grandparents.

Connecticut Teachers Win Binding Arbitration

HARTFORD, CONNECTICUT—Connecticut has become the third state to enact binding impasse arbitration for teacher collective bargaining agreements.

The new law provides for issue-by-issue binding arbitration on the last best offer by a district's teachers and its board. And it creates a permanent arbitration panel that will operate with specific standards for deciding issues.

Arbitration occurs during a bargaining stalemate. A representative of the employees, a representative of the employer, and an impartial third party or panel which holds the balance of power meet. The decisions made by the arbitrator are binding on each side of the conflict.

Philip Garovy, who was president of the Connecticut Education Association when the bill passed, said, "The CEA stood alone as an educational group in initiating and fighting for this progressive change in the teacher negotiation law."

Connecticut Education Association President Jane Glover (left) is congratulated by Governor Ella Grasso (seated) at the signing of a binding impasse arbitration law for the state's teachers. Also present at the ceremony were Eugene Scalise (left center), CEA deputy executive secretary, and State Representative Walter J. Henderson (right center), floor leader for the legislation.

Landrum-Griffin Information for NEA Members

NEA is now subject to the Labor-Management Reporting and Disclosure Act of 1959 (Landrum-Griffin Act), which regulates the structure and operation of NEA and guarantees certain specific rights to NEA members.

Most important to NEA members are Titles I, II, and IV of the act. Title I guarantees NEA members equal rights to vote in NEA officer elections, the rights of free speech and assembly, and the right to due process in any disciplinary proceeding brought against them by NEA. Title II requires NEA to file annual financial reports with the U.S. Department of Labor (DOL). These reports are public and may be obtained from DOL. Title IV concerns the election of NEA officers: It prescribes the frequency of officer elections; guarantees the right of every NEA member to hold office, subject to reasonable restrictions; establishes certain safeguards to ensure a fair election; and prohibits the use of treasury monies in election campaigns.

The act affords NEA members several routes to enforce their rights and to ensure NEA's compliance with the act. For more information about these enforcement routes, NEA members may contact DOL's Labor-Management Services Administration area offices (addresses and telephone numbers are listed in local telephone directories).

NEA Joins Energy Coalition, Plans October Activity Day

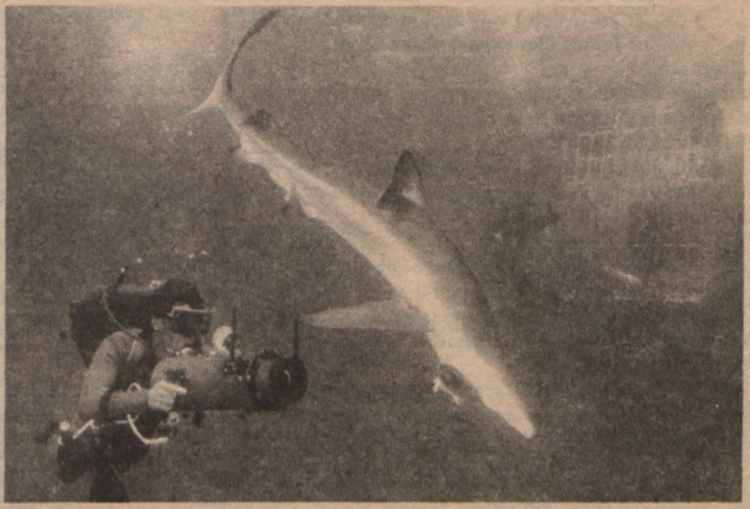
WASHINGTON, D.C.—NEA has joined more than 200 organizations in a Citizen/Labor Energy Coalition that is working to educate and mobilize citizens on energy issues.

The coalition began regional planning sessions last month, and the United Auto Workers—a member of the coalition—staged a five-minute work stoppage August 22 to call media attention to coalition concerns, which include high energy prices, excessive oil company profits, and inadequate fuel supplies.

Association leaders are working now to see that teachers have a say in coalition plans. In the works is an October day devoted to local, state, and national programs that will give citizens a chance to express their concerns about energy problems.

At NEA's Annual Meeting in Detroit this summer, delegates adopted a business item declaring that the Association "strongly urges the enactment and enforcement of the antitrust laws against oil companies, so that they shall not expand into the production and distribution of any alternate forms of energy." The Detroit Assembly also affirmed an earlier NEA policy, first adopted in 1977, that calls for a national energy policy reflective of the efficient use of energy from all sources, that promotes conservation, that assures public schools year-round operation, and that includes comprehensive programs on the dangers and benefits of nuclear power and nuclear waste disposal.

NEA Recommends TV Special on "Sharks!"



"Sharks!"—a one-hour NBC-TV special on September 11—is being recommended for viewing by NEA. Through the use of unprecedented underwater close-ups, "Sharks!" provides a chilling and awe-inspiring account of the nature of this terrifying beast. Peter Benchley, author of Jaws, hosts this Survival Anglia Ltd. production.

NEA Recommends Rebroadcast of TV "Holocaust"

Joseph Bottoms and Tovah Feldshuh portray a young man and woman fleeing the Nazis in "Holocaust," the award-winning television drama first broadcast last year. NEA is again recommending the special, which will be rebroadcast by NBC-TV on four nights: Monday through Thursday, September 10 through 13. "Holocaust" has already been seen by an estimated 220 million viewers in 50 countries, including Germany and Israel.

Colorado Teacher Wins Back Pay and Reinstatement

WOODLIN, COLORADO—Roy Howell, a six-year veteran of the Woodlin School District, has won over $33,000 in back pay and reinstatement of his teaching job. His contract had been cancelled without a hearing during a reduction in force. Howell, a fifth- and sixth-grade teacher, was informed by the district that as the teacher with the least seniority he would be riffed.

According to the Colorado Supreme Court, even when there is an apparent reason for a layoff, a tenured teacher who expects continued employment and is fired, has a right to a hearing.

The suit was supported by the Colorado Education Association and the NEA DuShane Fund under the United Legal Services Program.

NEA Board of Directors Roll-Call Votes

At its February 1975 meeting, the NEA Board of Directors voted to require that the roll-call votes of the Board be published in the *NEA Reporter*.

Two such votes (numbered 1 and 2) were taken by the Board at its May 4-6, 1979, meeting, and one roll-call vote (numbered 3) at the Board's meeting June 30-July 1, 1979, in Detroit. These three votes appear here.

Because of copy deadlines for this issue of the *Reporter*, the third vote listed here, taken June 30-July 1, is unofficial. Any official corrections will be reported in a later issue.

Subjects of Roll-Call Votes:

#1—Appropriation of $400,000 from the Contingency Fund to offset an anticipated year-end deficit in the United Legal Services Program funds. (119—YES, 0—NO, 0—ABSTAIN, 11—NOT VOTING)

#2—Support of Standing Rule Amendment 6B1 which would reverse the order of voting for officers and voting on amendments. (45—YES, 58—NO, 4—ABSTAIN, 23—NOT VOTING)

#3—Approval for submission of the amended proposed budget to the Representative Assembly. (100—YES, 13—NO, 0—ABSTAIN, 17—NOT VOTING)

Statements Regarding Roll-Call Votes

ROLL-CALL VOTE #1

Mary Christian (Mich.) was absent at the time of the vote but *James Davenport* voted as an alternate.

Stephen Edwards (Calif.) requested that his affirmative position be recorded.

ROLL-CALL VOTE #2

Mary Christian (Mich.) was absent at the time of the vote but *James Davenport* voted as an alternate.

ROLL-CALL VOTE #3

Dorothy Steele (Kans.) was absent at the time of the vote but *Marjory Sharp* voted as an alternate. *Bill Bell* and *Raymond Rossomando*, directors for Connecticut, voted in the negative and submitted the following statement:

"We reject this budget because we feel that spending over 12 million dollars for four years for NYEA is one gigantic 'rip-off' of members' dues. A state affiliate with 23,000 members, with three salaried officers ($700,000) is part of the 'rip-off.' We understand the NEA has a reputation for largess, but this kind of financial accommodation is extreme, to say the least."

Lois Tinson (Calif.), *Hal Vick* (Calif.), *Daniel Wright* (Ga.), *Robert Chaffee* (Vt.), and *Joan Blank* (Va.) were absent at the time of the roll-call vote but requested that their affirmative positions be recorded.

KEY: "Y" voted in favor of the issue
"N" voted in opposition to the issue
"0" not voting (includes absentees and nonrespondents)
"A" abstained on the issue

NAME	STATE	ROLL-CALL VOTE # 1	2	3
Butler	Ala.	Y	N	Y
Dotson	Ala.	Y	N	Y
Potter	Alaska	Y	Y	Y
Guy	Ariz.	Y	N	Y
Rochford	Ariz.	Y	N	Y
Thompson	Ark.	Y	Y	Y
Edwards	Calif.	0	0	Y
Estrellas	Calif.	Y	N	Y
Foglia	Calif.	Y	0	Y
Hodgkins	Calif.	Y	N	Y
Kuiper	Calif.	Y	N	Y
Logue	Calif.	Y	N	Y
Shaw	Calif.	Y	N	Y
Tinson	Calif.	Y	N	0
Vick	Calif.	Y	0	0
Bradshaw	Colo.	Y	N	Y
Lansford	Colo.	Y	N	Y
Bell	Colo.	0	0	N
Rossomando	Conn.	Y	N	N
Gates	Del.	Y	Y	Y
Coluzzi	D.C.	0	N	N
Myrick	Fla.	Y	N	Y
Wilson	Fla.	Y	N	Y
Scott	Ga.	Y	N	Y
Wright	Ga.	Y	N	0
Nakano	Hawaii	Y	Y	Y
Ducker	Idaho	Y	0	Y
Barrow	Ill.	Y	0	Y
Betterman	Ill.	Y	Y	Y
Mack	Ill.	Y	N	Y
Rich	Ill.	Y	N	Y
Hock	Ill.	Y	Y	Y
Vandersteen	Ind.	Y	Y	Y
Halliburton	Iowa	Y	Y	Y
Mitchell	Iowa	Y	N	Y
Peterson	Kans.	Y	N	Y
Sharp	Kans.	—	—	Y
Steele	Kans.	Y	Y	0
Nall	Ky.	Y	N	Y
Pessarelli	Ky.	Y	Y	Y
Kelly	La.	Y	N	Y
Norton	La.	0	0	0
Sullivan	Maine	Y	Y	Y
Elliott	Md.	0	0	0
Jones	Md.	Y	N	Y
Dunn	Mass.	Y	Y	Y
Gilmore	Mass.	Y	0	0
Johnson	Mass.	Y	N	Y
Schutt	Mass.	Y	Y	Y
Christian	Mich.	0	0	Y
Davenport	Mich.	Y	Y	—
Duckworth	Mich.	Y	Y	Y
Jackson	Mich.	Y	Y	Y
Kosa	Mich.	Y	Y	Y
Safronoff	Mich.	Y	Y	Y
Bauermeister	Minn.	Y	N	Y
Holman	Minn.	Y	Y	N
Newton	Minn.	Y	Y	N
Woods	Miss.	0	0	Y
Keeling	Mo.	Y	N	Y
Johnson	Mont.	Y	N	N
Kaldahl	Nebr.	Y	N	Y
Conrad	Nev.	Y	N	Y
Jenis	N.H.	Y	Y	N
Blackburn	N.J.	Y	Y	Y
Gibson	N.J.	Y	Y	Y
Owens	N.J.	Y	0	Y
Parish	N.J.	Y	0	Y
Ward	N.J.	Y	Y	Y
Smith	N. Mex.	Y	Y	Y
Pisa	N.Y.	0	0	Y
Washington	N.Y.	Y	Y	Y
Jones	N.C.	Y	0	Y
Rader	N.C.	Y	N	Y
Wilson	N.C.	Y	N	Y
Larson	N.D.	Y	Y	Y
Luddeke	Ohio	Y	Y	Y
Potts	Ohio	Y	N	Y
Savage	Ohio	Y	Y	Y
Willcox	Ohio	Y	N	Y
Dyer	Okla.	Y	Y	N
Fulton	Okla.	Y	N	0
Lawrence	Ore.	Y	N	Y
Wiper	Ore.	Y	N	Y
Rollins	OV	Y	Y	N
Angle	Pa.	0	0	Y
Burse	Pa.	0	0	Y
Farr	Pa.	0	0	Y
Freitag	Pa.	Y	N	0
Wyland	Pa.	Y	N	Y
del Valle	P.R.	Y	N	Y
Mello	R.I.	Y	Y	0
Cooper	S.C.	Y	0	Y
Kanapaux	S.C.	Y	Y	Y
Horgen	S.D.	Y	Y	N
Martin	Tenn.	Y	N	Y
Pike	Tenn.	Y	Y	Y
Utley	Tenn.	Y	Y	Y
Brock	Texas	Y	N	Y
Foster	Texas	Y	N	Y
Harrell	Texas	Y	N	Y
Hilger	Texas	Y	N	Y
Hunt	Texas	Y	N	Y
Reininger	Texas	Y	N	0
Chatterton	Utah	Y	Y	Y
Chaffee	Vt.	Y	A	0
Blank	Va.	Y	A	0
Coffey	Va.	Y	N	Y
Nelson	Va.	Y	0	0
Peterson	Wash.	Y	Y	Y
Wahlquist	Wash.	Y	Y	Y
Keeney	W. Va.	Y	A	N
Blank	Wisc.	Y	A	0
Niemeier	Wisc.	Y	0	N
Stephenson	Wisc.	Y	Y	N
Fitch	Wyo.	Y	N	Y
Benson	At large	Y	0	Y
Futrell	At large	Y	N	Y
Gillespie	At large	0	0	0
Sproul	At large	Y	N	Y
Bateman	SNEA	Y	Y	Y
Kroll	SNEA	Y	Y	Y
Mann	SNEA	Y	0	Y
Bowser	Ex. Com.	Y	N	Y
Bruch	Ex. Com.	Y	Y	Y
Fujimori	Ex. Com.	Y	Y	Y
Lipscomb	Ex. Com.	Y	N	Y
Woodard	Ex. Com.	Y	N	0
Wynn	Ex. Com.	Y	N	0
McGarigal	Ex. Com.	Y	N	Y
McGuire	Ex. Com.	Y	N	Y
Ryor	Ex. Com.	Y	Y	Y

Up to $50,000 for your family's lifetime of needs!

- Considering today's and tomorrow's rising costs . . . Your Association is offering you this unique plan to help protect the needs of a lifetime.
- The New Independent Educators Life Insurance Plan gives you a choice of schedules, with maximum amounts from $10,000 to $50,000, according to your age.
- All unified members are eligible, *regardless of any other insurance* they may already have with NEA.

Do you have the same amount of life insurance you had five years ago? You do? Then you actually have less. Think of it this way. Food prices have risen nearly 50 percent in the past five years. Clothing, schooling and health care are all more costly today.

Choose protection to meet your needs.

NEA's New Independent Educators Life Insurance Plan can provide *$10,000* of protection *for $12* a year, and up to *$50,000* for $52 a year.* Check the plan schedules and contributions in this ad to choose the coverage which meets your family's needs.

NEA's New Independent Educators Life Insurance Plan, as decreasing term life insurance, offers reasonably priced protection for those years when your family's needs are greatest. It provides an effective way to supplement other insurance programs you might have (including those provided by your employer).

Benefits from coverage under the New Independent Educators Life Insurance Plan can be used to provide very important money resources for your beneficiaries . . . mortgage cancellation . . . a readjustment fund during the initial difficult period . . . support income for those who depend on you . . . a fund for your children's education costs . . . and other essential needs.

**Maximum amounts apply to members under age 50 and decrease as member's age increases.*

Who is eligible?

Protection under the New Independent Educators Life Insurance Plan is available to NEA members who derive their principal income from an educational activity. Members currently insured under NEA Life Insurance Plans A, B, C, C+, S and Independent Educators, as well as those not insured, are eligible for this additional coverage under the New Independent Educators Life Insurance Plan.

If you leave the field of education or retire, you may continue your New Independent Educators Life Insurance Plan as long as you remain a member of NEA. Coverage will be terminated if you fail to make the required contribution within two months after it is due, or if NEA discontinues the program.

Coverage of the New Independent Educators Life Insurance Plan:

The coverage provided under the New Independent Educators Life Insurance Plan is decreasing term life insurance. The benefit will be paid to any beneficiary you choose and you may change your beneficiary at any time. Should your insurance terminate because you become ineligible under the plan, you are guaranteed the opportunity to convert to one of a number of individual policies without furnishing evidence of good health. You must convert to the individual policy within two calendar months of termination. If you die during this two-month period, your insurance will be paid whether or not you have applied for an individual policy.

No medical exam is necessary.

However, you must be able to certify all three health statements on the enrollment form. Your certification of these brief statements is the basis for providing coverage under the Independent Educators Plan.

How to enroll in the New Independent Educators Life Insurance Plan:

For more information and an enrollment form, please write to:

NEA Life Insurance—R 9-79
P.O. Box 433
Fort Washington, PA 19034

You may return the certificate up to 14 days after receipt to cancel coverage, and receive a full refund of your initial semiannual contribution.

Effective date:

Your insurance becomes effective on the first day of the month following receipt of your enrollment form with initial contribution, and approval of your enrollment form by Prudential Insurance Company of America.

Plan Schedules

For New Independent Educators Insurance Plan

Age**	Schedule 1		Schedule 2		Schedule 3		Schedule 4		Schedule 5	
	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†
Under 30	$10,000	$ 6	$20,000	$11	$30,000	$ 16	$40,000	$ 21	$50,000	$ 26
30 — 39	$10,000	$ 7	$20,000	$13	$30,000	$ 19	$40,000	$ 25	$50,000	$ 31
40 — 49	$10,000	$15	$20,000	$29	$30,000	$ 43	$40,000	$ 57	$50,000	$ 71
50 — 59	$ 6,000	$24	$12,000	$47	$18,000	$ 70	$24,000	$ 93	$30,000	$116
60 — 69	$ 4,000	$36	$ 8,000	$71	$12,000	$106	$16,000	$141	$20,000	$176
Over 70	$ 1,000	$32	$ 2,000	$63	$ 3,000	$ 94	$ 4,000	$125	$ 5,000	$156

**Age of member at time of claim
†Based on age of member on each due date

Policy Form 31300 AS 5-703

Underwritten by
Prudential
The Prudential Insurance Company of America
Licensed in all states
Principal offices in Newark, New Jersey

UNIFIED SPECIAL SERVICES
NEA...Working together

TEAR OUT AND SEND IN

NEA TRAVEL SERVICE

Your Christmas and Fall 1979 Travel Coupon to the World For both active and retired NEA members

Directions:

1. Check off those travel programs that interest you and you'll receive (a) complete itineraries including *all departure cities, prices, day-to-day activities,* and (b) registration forms.
2. Fill in the information at right to receive *your* travel information immediately and be placed on the permanent mailing list.
3. Tear out this page and send to: NEA Travel Service, 1700 K Street, N.W., Suite 306, Washington, D.C. 20006.

Name: ______________________

Address: ______________________

City: __________ State: __________ Zip: __________

Tel: ( ) __________ ( ) __________
Home Office

NEA Travel Service features:

- *24-hour toll-free answering service for your convenience: 800-424-1050* • *Security of member payments*
- *Open to both active and retired teachers and their families and invited friends*
- *Economy, first class & deluxe tours*
- *Low cost travel insurance (trip cancellation, baggage and health)*
- *Various departure cities* • *Supervised refund policies*

UNIFIED SPECIAL SERVICES
NEA ...Working together

CHRISTMAS 1979

NOTE: Most Christmas vacation tours will start on December 21 or 22 and return home by January 1, 1980. Starred tours depart after December 25 and return by January 1, 1980.

- ☐ China (Peking, Nanking, Shanghai-15 days) $2347, NY
- ☐ Egypt (8 days) $1224, NY
- ☐ Israel (8 days) $998, NY
- ☐ Egypt-Israel (11 days) $1354, NY
- ☐ Russia (8 days) $987, NY
- ☐ Spain & Portugal (10 days) $749, NY
- ☐ Paris-London Show Tour (10 days) $846, NY
- ☐ London Show Tour (10 days) $810, NY
- ☐ Paris Show Tour (10 days) $816, NY
- ☐ *Hawaii (Oahu only) (8 days) from $673, Various departure cities
- ☐ *Hawaii (Oahu & Maui) (8 days) from $667, Various departure cities
- ☐ Hawaii (Oahu & Kauai) (8 days) from $761, Various departure cities
- ☐ Poland, Austria & Germany (11 days) $1177, NY—Christmas Eve in Krakow, hometown of the Pope
- ☐ Columbia (10 days) $549.95, NY
- ☐ *Mexico (8 days) from $413, NY, Chicago, Dallas, LA
- ☐ Mexico City & Acapulco (9 days) from $532, NY, Chicago, Dallas, LA
- ☐ Rio De Janiero (9 days) $799, NY
- ☐ Montego Bay (8 days) $499.95, NY, Boston
- ☐ Martinique (8 days) $573.85, NY
- ☐ Aruba (8 days) $734.85, NY
- ☐ St. Martin (8 days) $688.85, NY
- ☐ Morrocco (7 days) $782, NY
- ☐ Bahamas-Freeport (8 days) $399.95, NY
- ☐ Tahiti (8 days) $1163, LA
- ☐ Monte Carlo (8 days) $786, NY
- ☐ Yugoslavia (7 days) $892, NY
- ☐ Bermuda (8 days) $647, NY

CHRISTMAS CRUISES

- ☐ Caribbean Cruise I (7 days) from $710, Miami (cruise only)
- ☐ Caribbean Cruise II (7 days-7 ports) from $820, San Juan (cruise only)
- ☐ Puerto Vallarta, Acapulco, Mazatlan, etc. (12 days) as low as $1477 depending on availability, LA
- ☐ Acapulco (7 days) as low as $907 depending on availability, departure cities LA or Acapulco.

TEAR OUT AND SEND IN

FALL 1979

OCTOBER, 1979

- ☐ Guatemala (7 days) from $343.85, Boston, Hartford
- ☐ Ireland (8 days) from $389.85, NY, Hartford, Chicago, Cleveland
- ☐ Morrocco (8 days) from $424.35, Phila., Washington, D.C.
- ☐ Lisbon (8 days), from $401.35, NY, Chicago
- ☐ Montego Bay (7 days), from $286.35, NY, Phila., Boston
- ☐ Octoberfest/Alpine (15 days) $1486, NY

NOVEMBER, 1979

- ☐ Guatemala (7 days) $343.85, NY, D.C., Phila.
- ☐ Ireland (8 days) from $412.85, Washington, D.C., Phila.
- ☐ Morrocco (8 days) from $424:35, Chicago, Hartford
- ☐ Lisbon (8 days) from $401.35, Boston, Washington, D.C.
- ☐ Montego Bay (7 days) from $286.35, NY, D.C., Hartford
- ☐ Iberian Peninsula (16 days) $1129, NY

THANKSGIVING CRUISES

- ☐ Acapulco Thanksgiving Cruise (7 days), as low as $706 depending on availability, departure cities LA or Acapulco
- ☐ Caribbean Thanksgiving Cruise (7 days), as low as $745 depending on availability, Miami

DECEMBER, 1979

- ☐ Guatemala (7 days) $366.85, Chicago, Cleveland
- ☐ Montego Bay (7 days) $319.70, Chicago

A SPECIAL TOUR SUMMER 1980

- ☐ Oberammergau-Passion Play (14 days) from $1496, NY

JANUARY CRUISE

Fabulous low cost January Caribbean Cruise

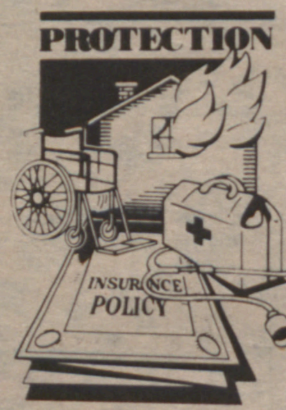
Fort Lauderdale to San Francisco visiting 14 ports through Panama Canal (32 days), as low as $1925 + $19.50 port tax (about $61 per day)

Fort Lauderdale to Acapulco visiting 11 ports through Panama Canal (24 days), as low as $1495 + 14.50 port tax (about $63 per day)

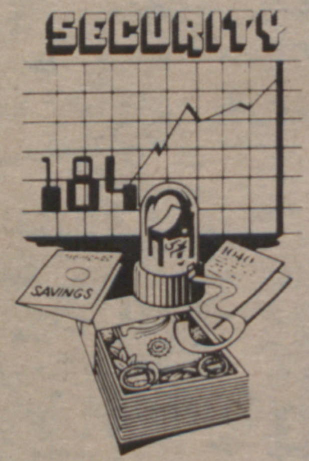
Sail on the USS Universe, an 18,000 ton, modern, attractively appointed, fully air conditioned ocean liner built in the U.S.A. and registered in Liberia.

The NEA Special Services Family

At Unified Special Services, we care about *you.* Our goal is to help you build a better life and a better tomorrow for you and your family. That's why we're listening and responding by working together to develop the family of exclusive products and services listed below. These programs are designed specifically for you with your needs in mind. And we're constantly searching for new and innovative ways to improve and develop these programs for your economic benefit. Take advantage of your Association's sponsored programs. They make the unified member life-style a very special way of life.



DISCOUNTS
$
Rx



We Offer You Protection!

TERM LIFE INSURANCE: Life insurance can be the most important protection you provide for your family. Receive up to $50,000 of coverage when you choose one of several plans underwritten by The Prudential Insurance Company of America.

ACCIDENTAL DEATH AND DISMEMBERMENT INSURANCE: As we are becoming an increasingly mobile society, the chances of an accident happening are greater than ever before. For $19 a year, accident coverage is available for you and your eligible family members, anywhere in the world, for 24 hours a day. This plan is underwritten by The Prudential Insurance Company of America.

HOMEOWNERS' INSURANCE: Home and personal property protection that offers fire and broader coverage is available at money-saving rates to renters and homeowners. Plans tailored to meet your requirements are underwritten by the Horace Mann Insurance Company.

IN-HOSPITAL BENEFIT PLAN: A hospital bill is not the only cost involved in being hospitalized. This coverage pays you $40, $60, or $80 for each day of hospitalization . . . money to use in any way you choose. Payments are doubled when hospitalized for cancer or intensive care. Enrollment is guaranteed for all unified members under age 65. This plan is underwritten by the Life Insurance Company of North America and the Horace Mann Life Insurance Company.

We Offer You Travel!

TRAVEL: Broaden your horizons with a travel tour tailored to fit your plans. Experience the world for yourself with or without academic credit. The NEA world of travel programs is offered by NEA Educational Travel!

We Offer You Discounts!

LITERARY GUILD: A special membership in the NEA/Literary Guild Book Club is exclusively available to unified members, with an introductory offer of 5 books for $1, plus a free tote bag. Book club membership includes special savings on any books offered in the regular Literary Guild Magazine, too.

PRESCRIPTION SERVICE PROGRAM: Experience personalized service when you order top quality prescription and health care items from Pharmaceutical Services, Inc., one of the most technically advanced pharmacies in the country. Unique and exclusive benefits include a full line of generic drugs and drug information cards designed for your protection.

HERTZ RENT-A-CAR: Learn what savings and convenience are about every time you rent a car. Hertz offers members 20% off special and international rates on a broad selection of cars at over 4,000 locations. If you did not receive your new NEA/Hertz Discount Card in the January 1979 Catalog of ECOnomic Services, fill out the coupon below.

We Offer You Security Plans for the Future!

INDIVIDUAL AND GROUP CONTRACT ANNUITIES: Put your before-tax dollars to work for your retirement and shelter a portion of your annual salary through enrollment in a tax-deferred annuity plan. The plans feature low sales charges, high current and guaranteed interest, and liberal transfer provisions. The UTP Plan is underwritten by the Horace Mann Life Insurance Company.

UNIFIED SPECIAL SERVICES
NEA ...Working together

The Unified Special Services Symbol . . .

- A symbol of sponsorship
- A symbol of quality
- A symbol of achievement

We've changed our slogan because we're not only listening, we're responding with action, too. We think "Working together" says it all. Your Association is working together in a cooperative effort to achieve consistently better programs for unified members. Awarding this symbol is not automatic. Approval is granted after a careful investigation and evaluation of both a program's quality and operation. At Unified Special Services, we take our symbol seriously. You should too.

Look for it. Make it your symbol of confidence.

NEA SPECIAL SERVICES R-9-79
1201—16th Street, N.W.
Room 404E
Washington, D.C. 20036

Please send me more information on the programs checked off below.

☐ Term Life Insurance
☐ Accidental Death and Dismemberment Insurance
☐ Homeowners' Insurance
☐ In-Hospital Benefit Plan
☐ Educational Travel
☐ Prescription Service Program
☐ Hertz Auto Rental
☐ Literary Guild
☐ Individual and Group Contract Annuities

Name: ______________ Phone: ________

Address: ______________________

City: __________ State: ______ Zip: ______

School: ______________ Phone: ________

School District: ______________________

Building a better unified member life-style

Working together with USS*

*Unified Special Services

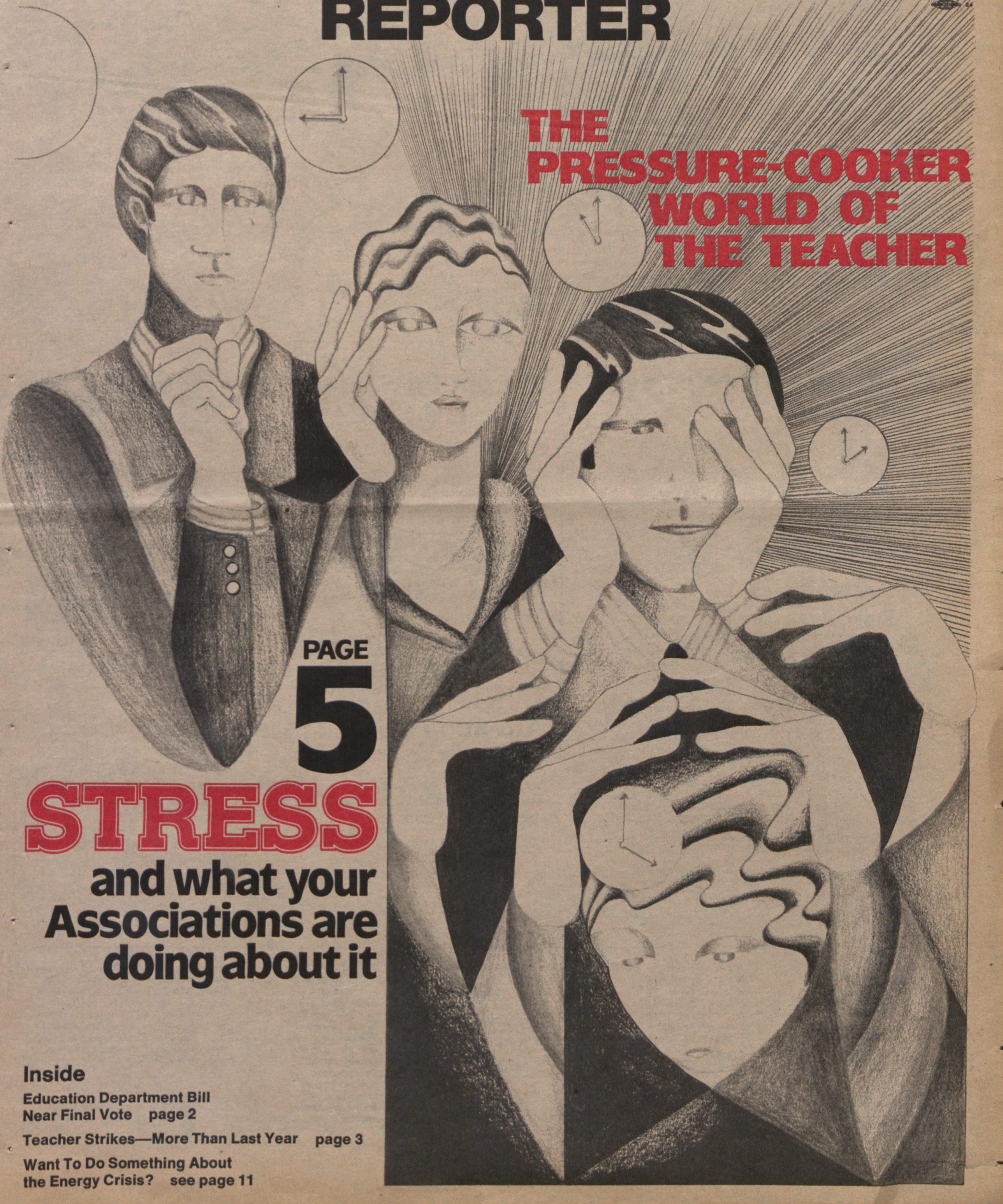
Circulation
this issue:
1,789,014

October 1979
Vol. 18, No. 6

NEA REPORTER

Published
by the
National
Education
Association

Washington,
D.C.



THE PRESSURE-COOKER WORLD OF THE TEACHER

PAGE
5

STRESS

and what your Associations are doing about it

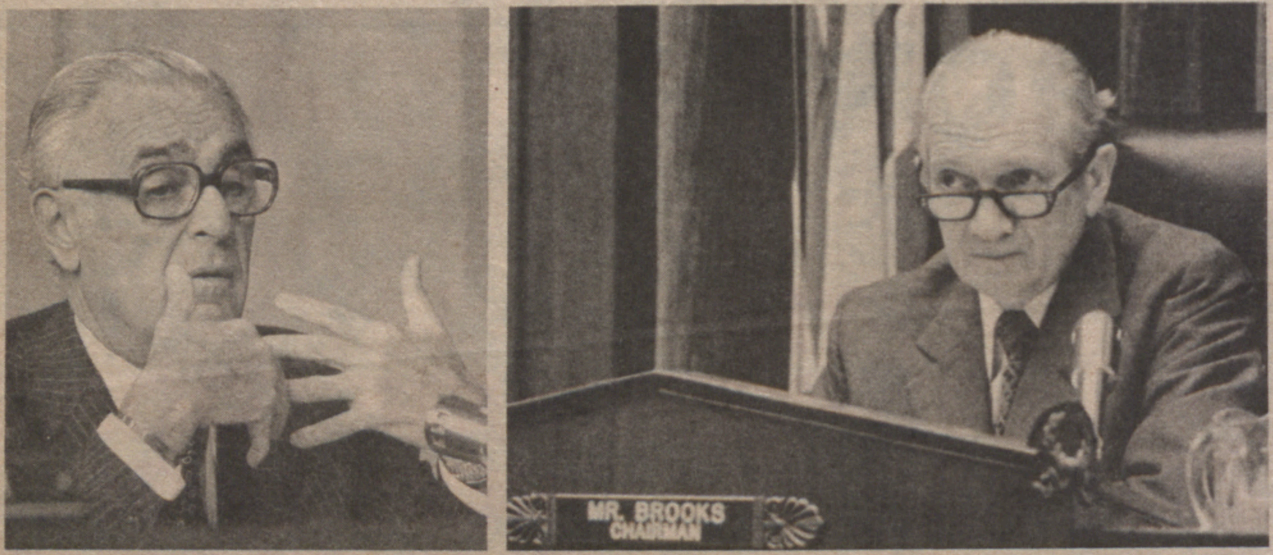
Inside

Education Department Bill
Near Final Vote page 2

Teacher Strikes—More Than Last Year page 3

Want To Do Something About
the Energy Crisis? see page 11

Department of Education Bill Moves Toward Final Vote



Connecticut Sen. Abraham Ribicoff (left) and Texas Rep. Jack Brooks are key legislators guiding the Department of Education bill through conference. Ribicoff chairs the Senate Committee on Governmental Affairs; Brooks chairs the House Government Operations Committee. Final vote on the legislation is imminent.

As the Reporter went to press, House and Senate conferees were meeting to work out a compromise on legislation (S 210) to establish a Cabinet-level Department of Education. The measure will then go to the House and Senate for a final vote.

In July, the House bill for the department was approved by a narrow margin of 210 to 206. The Senate gave overwhelming support in April by a 72 to 21 vote. Conferees are confronted with resolving differences on a number of controversial amendments added on the House floor.

Key legislators on the conference committee are Rep. Jack Brooks (D-Texas) and Sen. Abraham Ribicoff (D-Conn). Brooks, who heads the conference committee, is chairman of the House Government Operations Committee. Ribicoff, a former HEW secretary and the primary sponsor for a department, chairs the Senate Committee on Governmental Affairs.

NEA urges all members to contact their representatives and senators urging them to support the conference report on S 210. Letters, wires, and telephone calls to members of the House and Senate are crucial as the Department of Education legislation faces its final and most important vote. Senators may be addressed at Washington, DC 20510; House of Representatives members, Washington, DC 20515.

California Professors Get Raise After Coalition Fights Veto

California's 20,000 professors who teach in four-year institutions will get pay increases of 14.5 percent this year plus 7 percent retroactive pay, thanks to an active coalition of public employees and a state legislature which opposed the political desires of Governor Jerry Brown.

Members of the California State University and Colleges system are among some 230,000 state civil servants who will finally receive their first pay raise in over two years as a result of the legislature's historic override of two of Brown's vetoes. At the time, the legislature had overridden a gubernatorial veto only six times in the last 33 years, four of them Brown's.

NEA's Higher Education Council, meeting in Detroit during the Representative Assembly, sent telegrams to Governor Brown and to leaders of the state legislature in support of the pay raise.

The Congress of Faculty Associations, which includes the higher education organizations within the California Teachers Association/NEA, hand-carried letters to every legislator urging support for the pay raise and for overriding the subsequent vetoes. In addition, CTA President Ed Foglia's letter backing the raise was quoted during closing arguments in the senate.

The 14.5 percent pay raise for fiscal 1979-80, which in California began July 1, will cost $600 million, giving college professors and other state employees a total package (with the 7 percent retroactive pay of $207 million) worth $807 million.

Vincent Price Stars in First of CBS Library Series

NEA is recommending "The CBS Library," a new series of hour-long TV specials designed to stimulate the reading appetites of young viewers. Premiere presentation in the series is "Once Upon a Midnight Dreary," starring Vincent Price (at right). To be telecast at 5 p.m. (eastern time) Sunday, October 21, the first of the specials interweaves dramatic segments from Richard Peck's "The Ghost Belongs to Me," John Bellairs' "The House with a Clock in Its Walls," and Washington Irving's "The Legend of Sleepy Hollow."

Attention NEA Life Members

NEA life members are entitled to a copy of the *1979 Proceedings of the Representative Assembly.* The book will be mailed in January to life members who request it.

Experience has shown that many life members do not wish to receive this publication. If you are a life member and *do* want a copy, please clip and return the mailing label from the front page of this NEA Reporter to NEA Membership Records at NEA Center. This label will be used to process your copy of the *Proceedings.*

Your letter of request—along with the label—must be received no later than November 16, 1979.

NEA REPORTER

(ISSN 0027-6405)

The REPORTER is published eight times a year (September, October, November, December, January/February, March, April, May/June) by the National Education Association of the United States, 1201 16th St., N.W. Washington, DC 20036

REPORTER telephone: 202-833-5440

Member: Edpress

Readers' letters are encouraged; please address them to the editor.

Willard H. McGuire
President
Terry E. Herndon
Executive Director
Susan Lowell
Publisher
Marshall O. Donley, Jr.
Editor
Sal Streett
Barbara Lawless
(on leave)
Ben Kittner
Assistant Editors
Leslie A. Azia
Assistant to the Editor

NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, DC, and at additional mailing offices.

Design by **William J. Kircher & Associates.** Photo credits: page 2 (top two) **Joe Di Dio,** (right) **CBS-TV;** page 3 (top three) **Mark Madden,** (bottom two) **George Barbour;** page 4 **George T. Hale;** page 6 **Dan Tortorell;** page 7 (lower left) **Dan Tortorell,** (right two) **Joe Di Dio;** pages 8 and 9 **Mort Brockman;** page 10 **Carolyn Salisbury;** page 13 **NBC-TV.**

Teacher Strikes — More Than Last Year

More than a hundred teacher strikes took place during the first few weeks of the new school year, according to a state-by-state survey made by NEA. By early September, 105 strikes were reported in 17 states.

Only 75 teacher strikes were reported in the same time period last year; 176 strikes were reported for the entire 1978-79 school year.

The teacher strike record year so far has been 1975-76, when 203 took place.

Of the 105 strikes early this school year, 89 were by NEA affiliates, 12 by the American Federation of Teachers, and four by the American Association of University Professors. As of September 6, 86 of the strikes were still in progress in 16 states; the others had already been settled or teachers had gone back to work while negotiations resumed. Those 86 walkouts were affecting some 36,000 teachers and 700,000 students.

The major strike issue this year is money—particularly cost of living clauses, which are not as common in teaching contracts as in many other labor and professional contracts, and salaries which leave teachers particularly pinched during double-digit inflation. Other key strike issues: preparation time, class size, school board efforts to roll back previous gains, binding arbitration of grievances, reduction-in-force procedures, extra duty pay, agency shop, fair dismissal, and evaluation procedures.

Michigan reported the most strikes—with 35 of its 42 strikes by NEA affiliates. Pennsylvania reported 16 strikes by NEA and AFT affiliates. Illinois had 11 strikes, with 6 unsettled; Ohio had seven of its nine strikes still in progress on September 6. New Jersey had five strikes by locals of all three unions.

A great deal of teacher unrest was reported in these top strike states.

Indiana and Rhode Island reported three strikes apiece with Indianapolis the largest. Each of the following states reported one strike: Alaska (Anchorage), Connecticut, Louisiana, Missouri, New York, Oklahoma, Oregon, and Vermont.

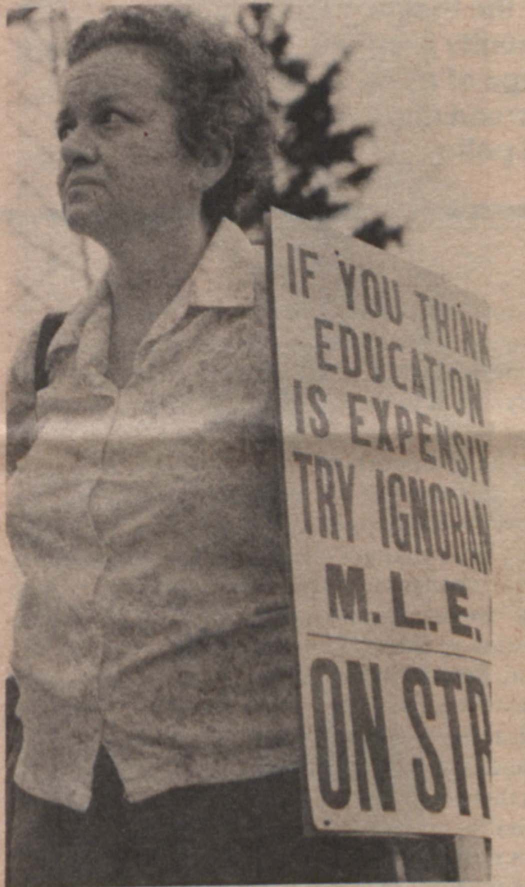
During the previous school year, the overriding strike issues were money and class size. Most teachers said they have yet to see the reported declining enrollments translated into reduced class size and opportunities to do more individualized instruction.

Teachers last year further reported that discipline issues were important in contract negotiations. Last year, as this year, the following additional issues were also in the forefront: job security, contract duration, planning time, evaluation of teachers, and rollbacks of previous gains.

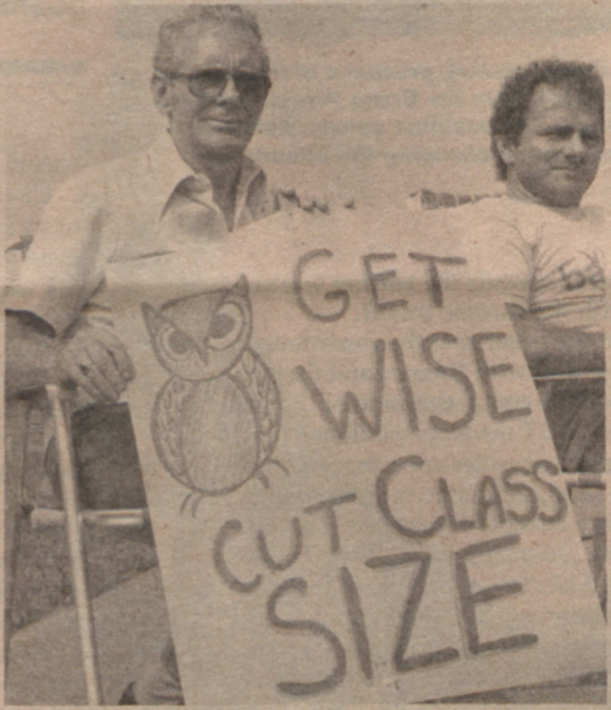
Strikes last year often resulted from heavy teacher frustration because in many instances teachers strugged a year or more to win a contract before finally resorting to a strike. Heavy fines and jailings were levied against striking teachers last year—with the largest mass jailing of teachers in history in Bridgeport, Conn., as nearly 300 were imprisoned, forced to pay for their room and board in jail, and further fined.

Although strike activity is usually heavy at the beginning of each new school year, NEA points out that only some one percent of the nation's 16,000 school districts are struck in a typical year—a small figure considering that most teacher contracts are in effect for only one year.

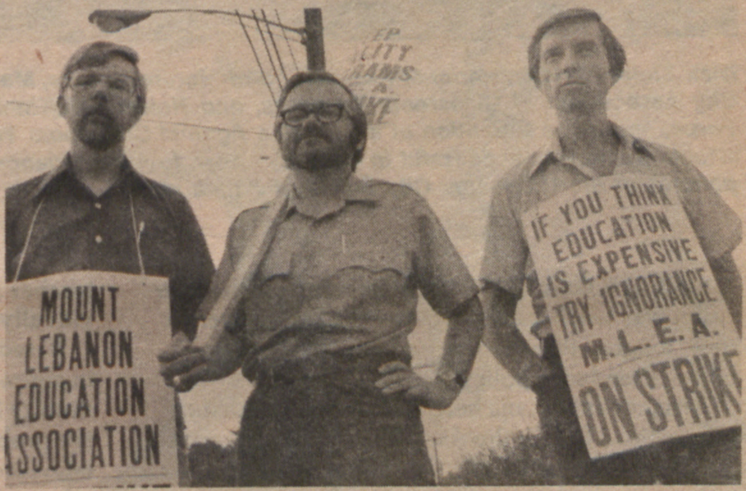
Pennsylvania Teachers Strike Over Class Size, Quality Programs, Job Security


IF YOU THINK EDUCATION IS EXPENSIV TRY IGNORAN M.L.E. ON STR

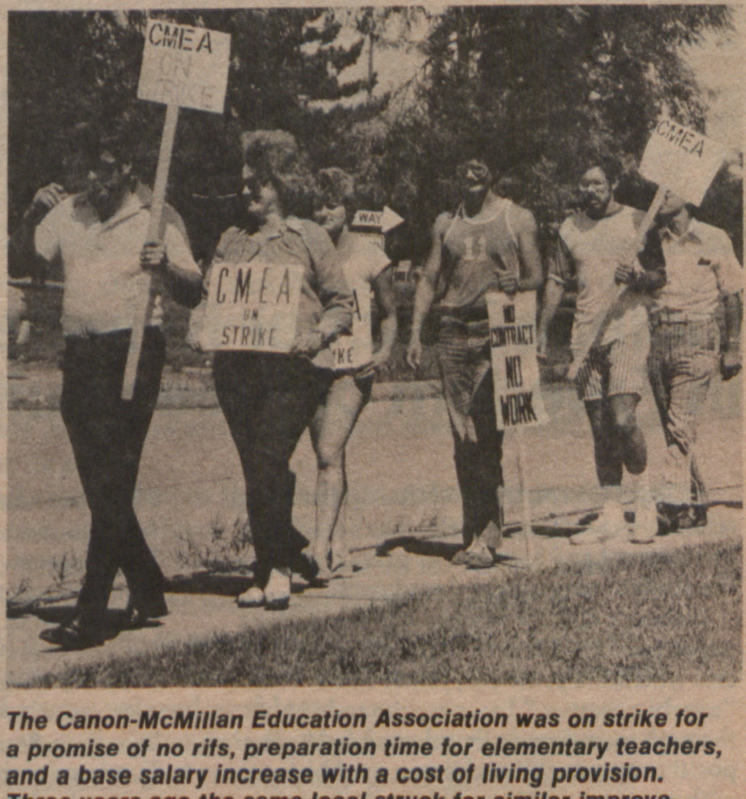
Jackie Hughes, picket captain for the Mt. Lebanon high school English department, says: "We're doing this for our students as well as ourselves. We're trying to maintain programs, but the board won't guarantee them in our contract. We represent a conviction that Mt. Lebanon, which is a great place to work, continues in that tradition."


GET WISE CUT CLASS SIZE

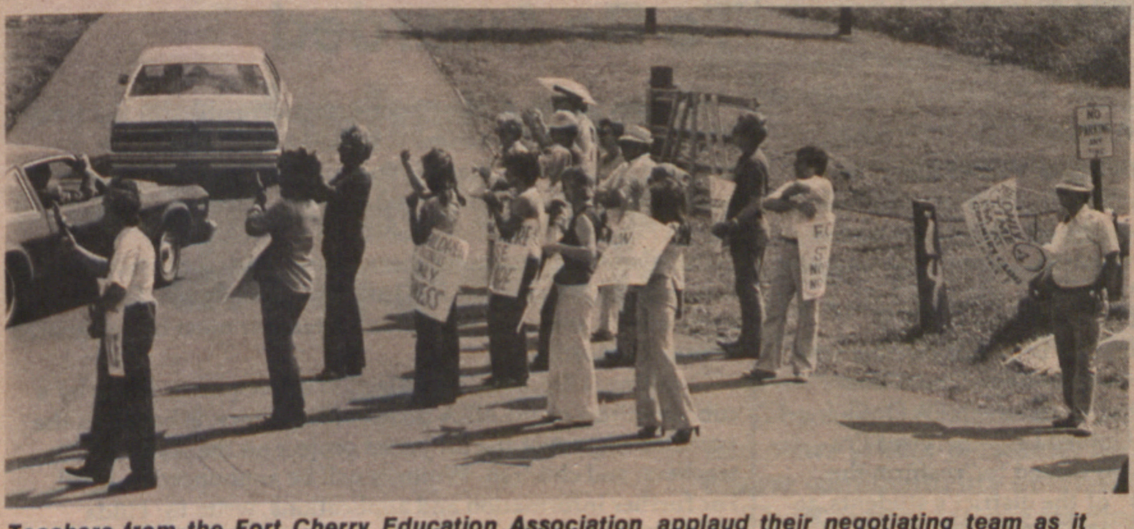
About thirty miles south of Pittsburgh, the California Area School District's teachers are upset with class sizes currently averaging over 37 pupils per class. They are also striking for equity in teaching loads and cost of living salary increases. So far they have won a no-rifs clause in their contract, a new teacher evaluation process, and a just cause for dismissals promise. Elementary teacher Erv Cross, with sign, joined coach and history teacher Buddy Grebb in front of the local high school.


MOUNT LEBANON EDUCATION ASSOCIATION
IF YOU THINK EDUCATION IS EXPENSIVE TRY IGNORANCE M.L.E.A. ON STRIKE

Mt. Lebanon, Pennsylvania, teachers walked off the job this fall when their board refused to guarantee programs, such as fine arts courses, that are not required by state law. Job security during a period of declining enrollment was another unresolved item. "The basic economic issues are resolved," said one teacher-leader. "But the other issues are just as important to us."

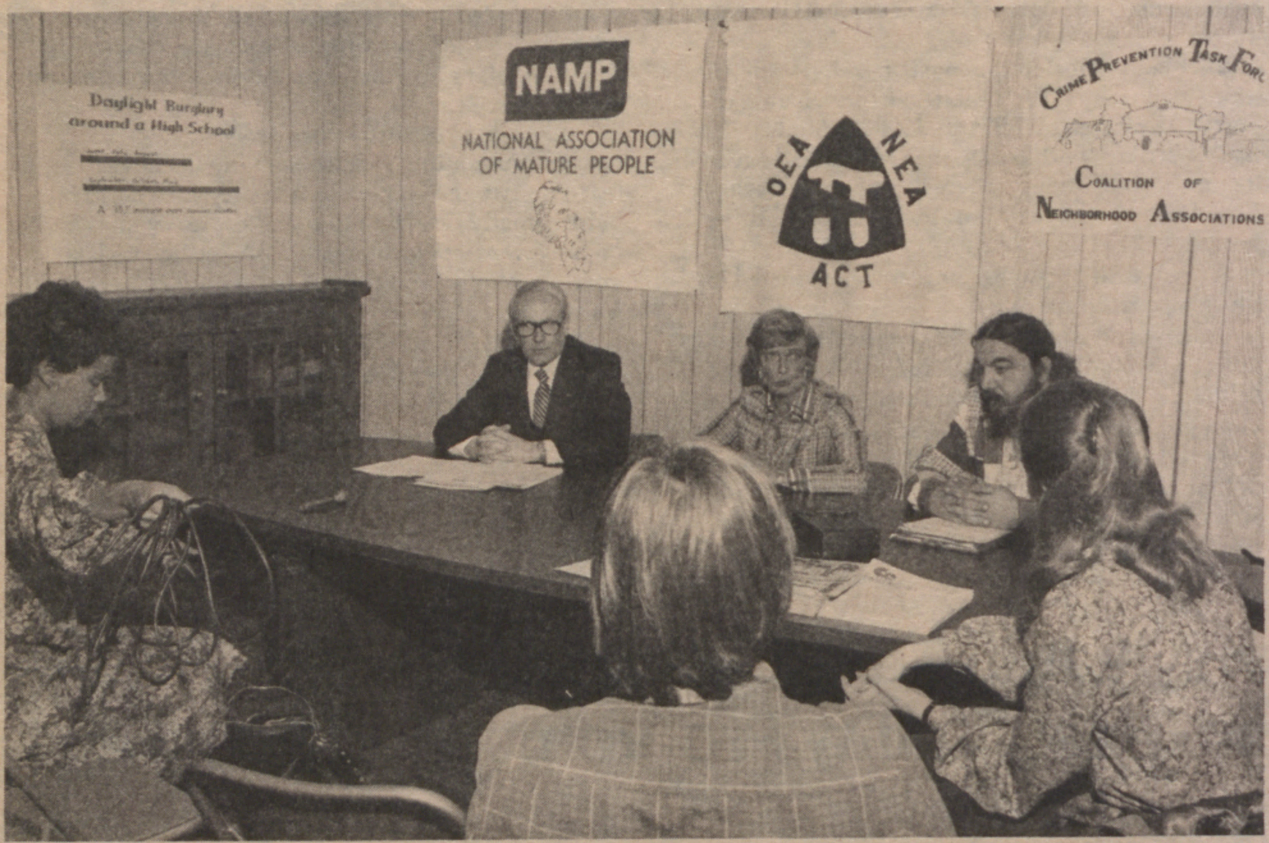


The Canon-McMillan Education Association was on strike for a promise of no rifs, preparation time for elementary teachers, and a base salary increase with a cost of living provision. Three years ago the same local struck for similar improvements. Bill Kosnick, president of the CMEA said, "Our people have been here before. We are going to sit it out as long as it takes."



Teachers from the Fort Cherry Education Association applaud their negotiating team as it pulls off for another round of discussions. The main issue in their strike was a guaranteed elementary school activity period for student physical exercise. As for salary improvement, one leader said, "We just want to try and catch up."

Oklahoma Association Wins Battle Against Truancy



Daylight Burglary around a High School
NAMP
NATIONAL ASSOCIATION OF MATURE PEOPLE
OEA NEA
ACT
Crime Prevention Task Force
Coalition of Neighborhood Associations

Dick Shepard (left), National Association of Mature People, Mary Hepp (center), president of the Oklahoma City Association of Classroom Teachers, and Howard McKinnis (right), from the Crime Prevention Task Force, announce formation of a Coalition Against Classroom Truancy. The coalition gained statewide attention and was successful in passing a new, tougher truancy law and in changing the attendance policies of the Oklahoma City Board of Education.

OKLAHOMA CITY—The impetus for the campaign was teacher frustration—the results were a new, tougher truancy law and improved school board attendance policy.

Truancy in schools here had reached epidemic proportions before the Association of Classroom Teachers decided to take the matter in hand. With a student population of 48,615 and an average daily attendance of about 41,000, the school system was losing millions in state funding.

City teachers were tired of trying to teach kids who were in class only half the time. It was unfair, they said, not only for the teachers—who would be held accountable for the learning, or lack of it, that was taking place—but also for the students who attended daily but were robbed of a fair share of teacher attention while the teacher worked individually with the chronic truant.

Based on the belief that the community must act in concert to deal with truancy and that the community had little comprehension of the severity of the problem, ACT developed billboards, radio and television public-service announcements, and news releases to raise community awareness. The theme: "Truancy is a community problem."

When the campaign was launched in early March, the Association had yet to form a satisfactory coalition with which to pursue the two primary objectives—the first, to pass a truancy law that would allow the courts jurisdiction over truants and any responsible adult contributing to the problem; the second, to change board policy that allowed as many as 15 consecutive days of unexcused absence before any action was taken.

ACT President Mary Hepp had sought support for the effort from the police department and from various social service agencies to no avail. Then, almost by accident, she discovered that the Crime Prevention Task Force of the Coalition of Neighborhood Associations was also very interested in seeing something done about truancy. That group identified the National Association of Mature People as another organization that saw truancy, and the resulting increased juvenile crime, as a severe problem.

These groups formed the Coalition Against Classroom Truancy—CoACT—which was publicly launched amid considerable press coverage. Working together, members of the coalition sought and secured numerous additional hours of public-service radio and television programming where the problem of truancy and proposed solutions were brought to the attention of the public.

Along with the awareness effort, intensive lobbying took place at the state legislature, and with the help of the Oklahoma Education Association, coalition lobbyists won passage of a truancy bill before the close of the 1979 legislative session.

Using the theme, "Truancy is a community problem," the coalition won passage of a new state truancy law and forced changes in school board policy.

Changing school board policy proved to be the more lengthy task. CoACT-proposed changes were presented to the board at a late March meeting with dozens of teachers and parents in attendance to show support. At the next scheduled board meeting, members of the coalition spoke in favor of the proposed changes which were then approved for study. The changes were adopted in September.

Getting changes in board policy and passing a truancy law were only part of the payoff for the Association in this community action project. The coalition, formed to fight truancy, is now looking to a project on class size. Other projects, among them cleaning and beautifying neighborhood parks and school grounds, are also under consideration.

And there was a plus to the Association organizationally—membership is on the rise and city teachers now feel they can deal effectively with some of the problems they face.

Indiana Teacher Reinstated in Freedom of Press Suit

YORKTOWN, INDIANA—Indiana high school teacher Teresa Nelson has won reinstatement and freedom of press rights for the student newspaper she advises.

Nelson's dispute began after the student paper published letters to the editor and articles which the principal, James Laws, found "overly negative." Laws reprimanded Nelson through memoranda that demanded "a more positive approach" and threatened Nelson with nonrenewal if she didn't disclose the names of the anonymous letter writers.

Nelson filed suit in federal court, charging Laws with violating her own and her students' First Amendment rights. After Nelson refused to rescind the suit, Laws recommended her nonrenewal to the school board and her contract was terminated. Later the board publicly explained its decision was based on Nelson's refusal to revoke the lawsuit.

In the settlement on behalf of Nelson, who received the support of the Indiana State Teachers Association and the NEA DuShane Fund under the Unified Legal Services Program, the principal agreed to "reaffirm the free press rights" of the district's students, to reinstate Nelson, and to remove any unfavorable ratings placed in her file.

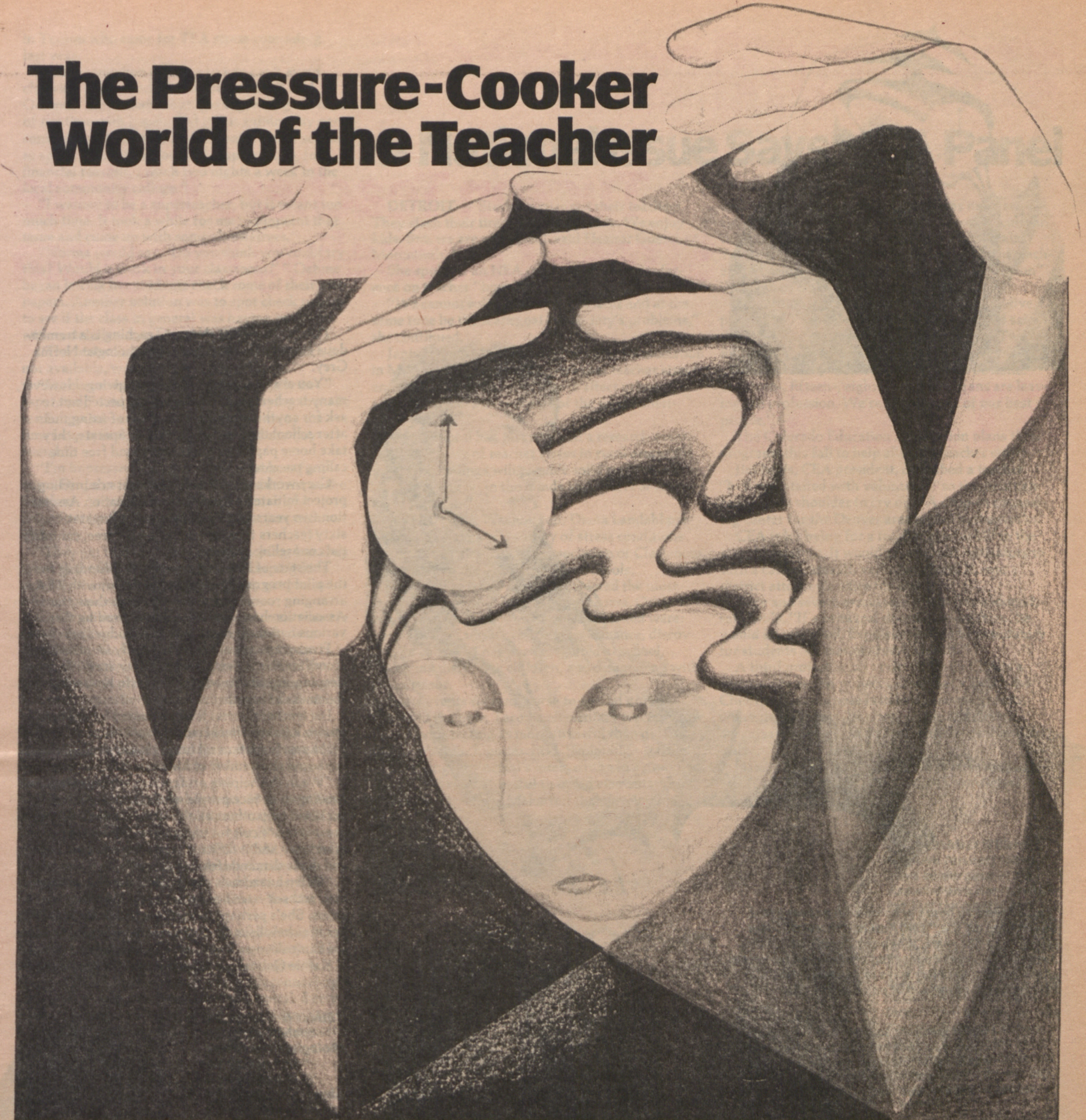
$2,500 Fellowships To Be Awarded

Teachers and local associations can now apply for the 1980 Hilda Maehling Fellowships of up to $2,500. Grants are awarded for projects that advance professional Association work or that develop human relations projects, curriculum and instruction, or professional tools and techniques.

Individual classroom teachers, groups of teachers within the same school system, and local affiliates are eligible. For all applications, one specific classroom teacher must be designated as project coordinator.

Deadline is December 1. Selection of recipients, made by a subcommittee of the NEA Board of Directors, is based on the potential impact of the proposed project on the Association, teachers, and children. Winners will be announced in April. For further information and applications, write to: Hilda Maehling Fellowships, NEA Center, 1201 16th St., N.W., Washington, DC 20036; Attention: Frances Quinto, staff contact.

The Pressure-Cooker World of the Teacher



STRESS and what your Associations are doing about it

Mental and physical stress is driving thousands of American teachers out of the classroom, NEA President Willard McGuire said at the NEA convention in July. Stress, he added, is leading to "teacher burnout," and the problem threatens to reach hurricane force if it isn't checked soon.

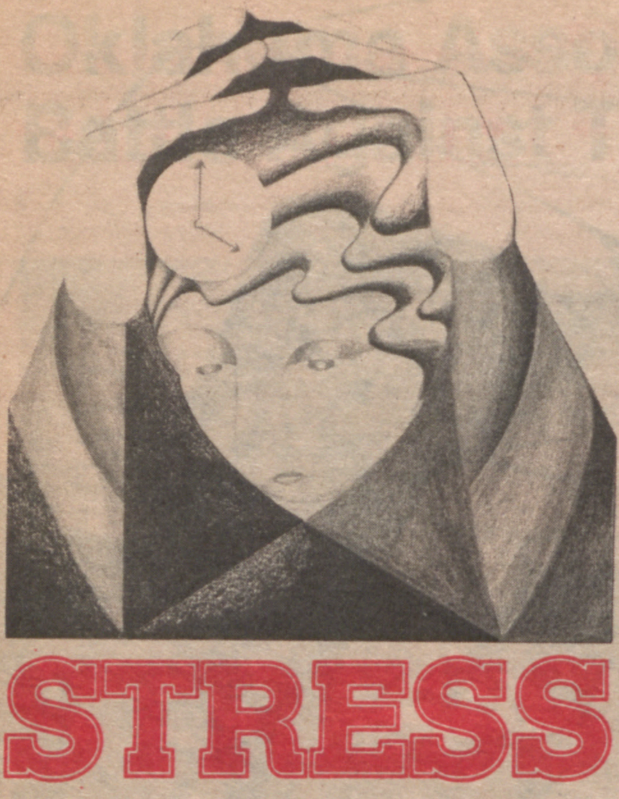
The nearly 8,000 NEA delegates at that meeting expressed their concern about teacher stress in a new resolution. It says:

"The National Education Association believes that the dynamics of our society and increased public demands on education have produced adverse and stressful classroom and school conditions. These conditions have led to increased emotional and physical disabilities among teachers and other school personnel.

"The Association urges its local affiliates, in cooperation with local school authorities, to develop stress management programs that will facilitate the recognition, prevention, and treatment of stress-related problems.

"The Association further urges that the harmful effects of stress on teachers and other school personnel be recognized, and it demands procedures that will ensure confidentiality and treatment without personal jeopardy."

The Reporter feature starting on this page explores some aspects of teacher stress and tells how NEA and associations around the country are attacking this pervasive problem.



Tucson Teachers Initiate Stress Counseling Program

TUCSON, ARIZONA—"Teaching is a tremendous emotional strain," says psychologist Norma Grey.

"You are always giving, giving, giving. However, many teachers feel that they are expected not to ask for anything in return. Instead of using their after school time as a chance to recuperate, they take home papers to grade and spend free time calling parents."

Grey works with the teacher stress counseling project initiated by the Tucson Education Association two years ago. In its first year of operation sixty teachers took advantage of the free, confidential counseling program.

The state of Arizona provided full funding for the pilot program during the first year, with TEA arranging rooms and publicity. Since then, the Association has sought continued funding through various national grants and TEA budget provisions.

Five symptoms of stress are easily identifiable, according to the psychologist. They are difficulty in sleeping, irritability, upset stomach, headaches, and shortness of breath.

For teachers, stress is often caused by administrative hassles, interpersonal conflicts, and financial problems. Sometimes it occurs because of workloads and the number of kids in a class.

"We in the helping professions see ourselves as needing to be nice people who can take a lot of flack and help others all the time," says Grey. "Because it is difficult for us to make demands on others, we find it difficult to ask for what we need and make demands for ourselves."

"Often a teacher's psychological needs are not met, and self-sacrifice comes out in the form of stress. She's perhaps not willing to ask for help. All her life she's been the one there to help others. Now she can't sleep or feels a knot in her stomach."

Kathie Oehme is a high school business teacher

"I was spending hours at home with papers and it was ruining my life," said Kathie Oehme, who has taught for eight years. When the Tucson Education Association stress counseling program was created, she came to find better ways to cope with large classes and an overload of paperwork.

"Many teachers subsist on coffee and nicotine. They don't eat breakfast, but they might drink coffee with sugar, or a Coke, with a doughnut. They get sugared up. It makes them sleepy, cranky, and inefficient," the counselor says.

"Stress has become a cliché," says psychologist Norma Grey. "A lot of time we don't want to hear about things that have become clichés. But, as our society becomes more depersonalized and more hectic, we're going to see a lot more stress."

in Tucson who came for TEA stress counseling last year.

"Our curriculum is set up so you can't avoid checking papers and grading classwork," said Oehme. "But, I found that I was spending too much of my time with papers and it was ruining my personal life with my kids and my boyfriend. I seemed to spend all my free time with papers. Also, for financial reasons, I teach two nights a week in the local community college."

"I wanted to be a superteacher, but it meant too much time. It took a while for me to pinpoint that issue and come up with some alternatives."

"Norma would say, 'Do you think you could try this? Would it work in your classroom?' " Oehme began letting her students check some of their own papers. Another solution was to spot check papers to see if the class in general was having problems with certain lessons.

"The best solution I came up with, but which is not available, would be professional aides."

"I came to see Norma when I was totally exasperated," said Oehme. "Now I am trying to make teaching a job, not my whole life, and enjoy the time I can spend with my children and my boyfriend."

"I'm impressed with how guilty teachers feel," quips Dr. John Howland. He is a psychiatrist at the Southern Arizona Mental Health Center who helped create the stress counseling project with TEA.

"They get told that their job is teaching, but they know that often it's babysitting, or keeping kids quiet or not making waves—and they get blamed when it goes wrong."

Howland says teachers are professionals who are caught in the middle. Often teachers lack clear direction toward what they are supposed to be doing. They might do right by their students, but wrong by their principal. There are complex moral and values questions that teachers must deal with every day.

In his counseling sessions, Howland talks about ways to handle current problems and to prevent further stress. He emphasizes the importance of rest and exercise.

Out of the people Grey has seen, 40 percent have been older teachers who have taught at least 15 years. Those who have taught longer, she says, can deal with classroom stress better, but they still have professional problems with administrators and personal problems with family and friends. She observes that older teachers have more marital problems that produce stress.

"The teacher ideal says they should be able to handle stress alone without help," says Grey. "They feel the need to be superhuman in dealing with stress. We need to emphasize that with counseling, you are not on the way to a mental hospital. Everyone in life could use some suggestions. If you can take care of your problems early, you can decrease your overall pain in life."

According to Grey, teachers feel the need to be superhuman when dealing with stress. They feel that society expects them to be able to handle it alone without any help. "Everyone in life could use some suggestions," she says. "If you can take care of your problems early, you can decrease your overall pain in life."

Teacher Burnout:

A National Issue Says NEA Panel

DETROIT—"Students cuss out their teachers. They slash their tires. . . . We like kids. We enjoy kids. But, we are worn out," said Eleanor Guerci, of Monmouth, N.J.

She spoke at an NEA convention press conference on teacher "burnout."

"We cannot solve society's problems and at the same time be the scapegoat for society's problems," she continued.

Janis Hagey, of the Sanron Education Association in Michigan, reminded reporters that teacher stress and the resulting burnout do not affect urban teachers only. "Stress is part of the total American scene."

Hagey's local has just received a research grant to study causes of teacher stress in rural areas. She hopes the findings will provide solid evidence of "what's going on in the minds and hearts of teachers in our area."

From Tacoma, Washington, Diana Landahl presented the results of a survey of stress conditions conducted by the Tacoma Association of Classroom Teachers and the Tacoma Public Schools.

Involuntary transfer was considered the most stressful event of those listed in Tacoma. Other events of a teacher's professional life listed were: notification of unsatisfactory performance, discovering a colleague has been assaulted at school, managing disruptive children, and disagreeing with a supervisor.

Some events seemed worse to special groups of staff. For example, Tacoma elementary teachers saw districtwide testing as more stressful than did junior or senior high teachers. Senior high staff felt that seeking a principal's intervention in a discipline matter was more stressful than did elementary or junior high teachers. Males felt that developing and completing daily lesson plans was more stressful than did females. Females saw more difficulty in dealing with building administrators than males. Teachers under age 30, resource teachers, and teachers of basic skills felt more physical or "exaustion" illness than any other groups.

In addition, according to Landahl, seventy-five percent of Tacoma's teachers who responded said they had been verbally abused by students. Twenty-five percent said they had been physically assaulted.

Said Landahl, "Something has got to be done. Fourteen-, fifteen-, eighteen-year veterans are leaving the profession. We're losing some of our best people."

The Colorado Education Association plans three programs this fall to help alleviate teacher stress.

Jim Mills, CEA president, described a teacher "hotline" staffed with volunteers "so teachers can call to get a shoulder to cry on." A drop-in counseling center for the Denver area is also in the works.

CEA is lobbying for a teacher assault bill in the state legislature, It would require administrators to turn a case of assault, verbal or physical, into a district attorney's office for action.

Rape and severe assault are not to be condoned, said Mills. "If a principal doesn't report them, he would be punished. Expulsion would be mandatory for students in cases of severe assault."

A third project being undertaken by CEA is a community action project called "Let's Teach the Children." Its purpose is to bring parent groups, police departments, business clubs, and church organizations together to deal with the problems of teaching in today's schools.

Eleanor Guerci summed up the panel's message: "We can't solve these problems all by ourselves."

Should you get burned up when a good teacher "burns out"?
The straws that broke the teacher's back.
GUERCI
LANDAHL
NEWS

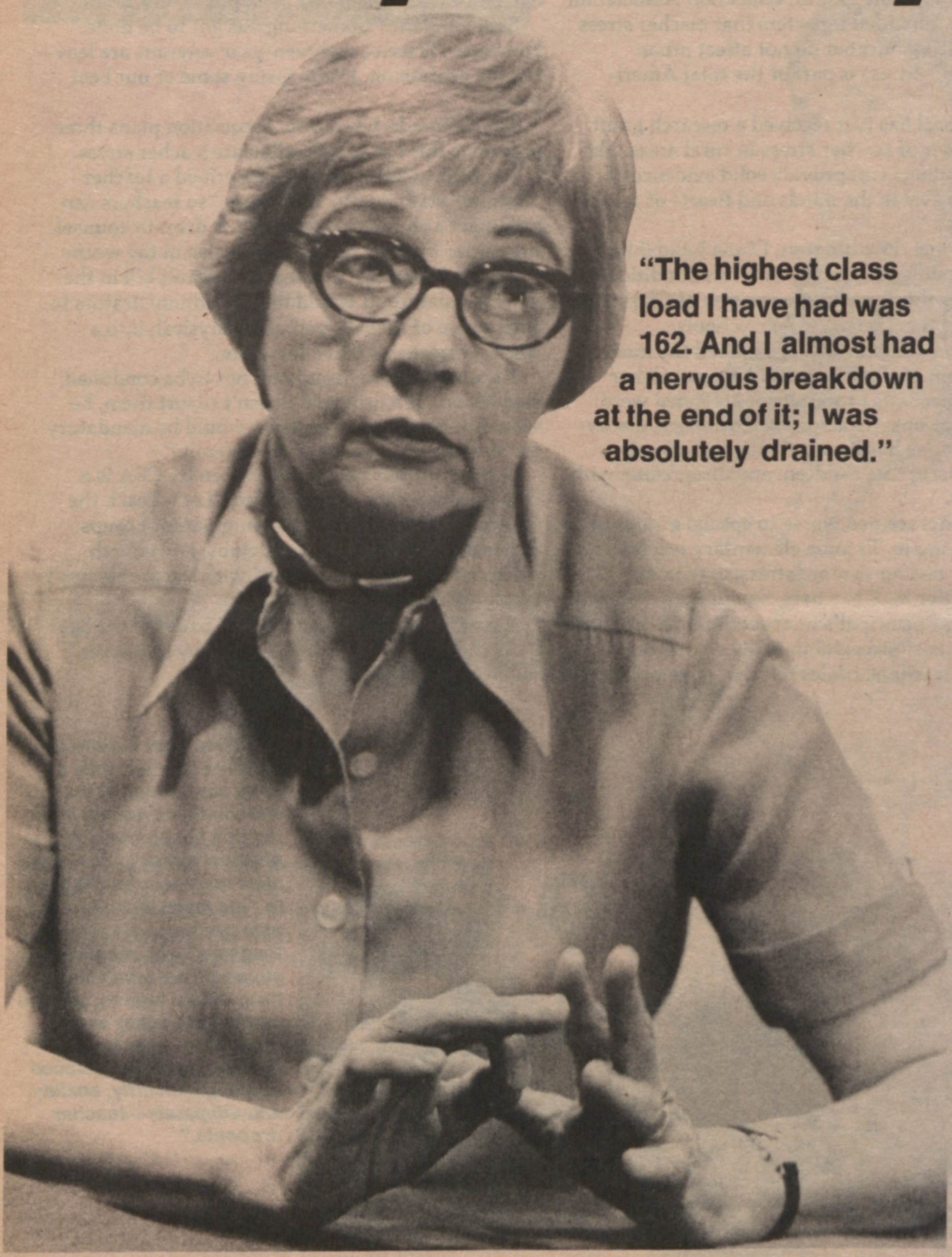
NEA President Willard H. McGuire (center) tells a news conference at the Association's Annual Meeting that the mental and physical stress imposed on classroom teachers is due to "the many insurmountable problems plaguing teachers" who receive poor support from administrators, school boards, and the communities they serve. He said, ". . . the joy of teaching is being replaced by fear, insecurity, anxiety, and ultimately—teacher dropouts."

Diana Landahl, president of the Tacoma Association of Classroom Teachers, told the press, "Something has got to be done. . . . We're losing some of our best people." Landahl presented a survey which showed 75 percent of Tacoma's teachers have been verbally abused and 25 percent have been physically assaulted.

STRESS

NEA REPORTER INTERVIEWS

Teacher Lyn Hendry



"The highest class load I have had was 162. And I almost had a nervous breakdown at the end of it; I was absolutely drained."

Has stress and its damaging side effects become an unavoidable part of American life as we enter the 1980s? Have changes in society so charged the atmosphere that none can escape—even in the classroom? What about the unrelenting pressures that tell the teacher that "nobody cares"?

The Reporter asked such questions of one of the best teachers we could find. She is Lyn Hendry, social studies teacher at Walt Whitman High School in Bethesda, Maryland. Hendry has 28 years of teaching experience in Maryland, Michigan, California, and overseas; she earned an A.B. from Stanford and an M.A. from Michigan State; she currently teachers two courses in modern world history, a semester course in economics, and a semester course in history of the Far East. Last May, Georgetown University in Washington, D.C., presented Hendry an honorary doctorate for her "excellence in teaching, dedication to and real concern for the lives of students." She was chosen for this honor by a poll among her former students who now attend Georgetown.

Hendry was interviewed at NEA Center in Washington.

REPORTER: Mrs. Hendry, thinking back over your years of teaching, what would you say are the differences between teaching in, say, 1950, and teaching in a semester that will end in 1980?

HENDRY: Three differences stand out to me.

One, the level of instruction has matured. I don't think people realize how much high school students are capable of learning. If you are in a good public high school today, and if you are teaching students who care, you are teaching things that I didn't have in college. This is true for science, this is true for math—and the teachers all talk about it.

The second thing—and it seems paradoxical—is the secondary role that the classroom now has in education. There are now the bus drivers, the assemblies, the orchestra, the band, the football team—and the testing—thousands of tests must be given. You have to fight to get the students in your classroom, on a consecutive basis, and frankly we're losing the fight.

The third thing would be the change in the community—the fact that the schools have been asked to do all kinds of things that, yes, fall into a very broad view of education; but we don't have the staff, the facilities, to solve society's problems.

REPORTER: But haven't teachers and schools always been asked to solve society's problems?

HENDRY: Yes, but there are many, many more students and problems to handle now. Perhaps it is a comment on the hectic nature of our times—the availability of so much diversion—that we all live a very fast-paced life. We are trying to do this—many teachers—with 150 students a day. I wonder what we would think if a physician dealt with 150 patients a day?

REPORTER: How do you handle this heavy student load?

HENDRY: The highest class load I have had was 162. And I almost had a nervous breakdown at the end of it; I was absolutely drained.

I do expect my students to write; that's the only way they learn. I have figured it out: If each one wrote one composition a month, I would have to correct more than 1,500 essays during the year. But I handle it by staying up late at night and getting up early in the morning and using at least one day of the weekend.

REPORTER: And in addition to correcting these papers, you are expected to be alert and outgoing for 30 students an hour, five periods a day. Isn't that a bit hectic?

HENDRY: Yes, indeed.

REPORTER: What do you do to escape from this pressure?

HENDRY: During school? Well, there is no escape. You are there. And it is a very intense job. At the end of the school day, of course, you are absolutely exhausted. There are no coffee breaks. We don't go off to the water cooler for a break. And of course we never eat a civilized lunch; it just isn't part of teaching school.

As a result, we have in our school this year an increasing number of teachers who are half time. I'm appalled at the number. They find they simply cannot take the five classes a day.

Another problem with teaching is that it is probably one of the loneliest jobs, in terms of your peers.

REPORTER: Can't you have lunch with a colleague?

HENDRY: Lunch is also a fairly hectic affair. It's short, and it is always in a cafeteria. If you bring your own sandwich—sometimes I do—and can find a place to hide—although there aren't many places to hide in most schools—you may be able to close a door and have a conversation. Usually the conversations you have will be after school, when you get together in a room and talk, if you have the time and there are not too many pressures from your outside schedule. But it is difficult to find someone to discuss school problems with.

REPORTER: Do you feel that teachers are respected by students, parents, and the community as much as they once were?

HENDRY: No. Certainly not as a group.

The thing that really bothers me is the fact that teachers don't seem to be respected within the profession. There has been a tremendous build-up in the profession of a lot of bureaucracy. The further you get from the classroom and the less you have to do with the student, the better your title and the higher your pay. And really, the only place that teaching takes place is in the classroom. We've got it exactly inverted: Prestige, honor, money—all go to the person who never sees a child.

REPORTER: Isn't this demoralizing?

HENDRY: You bet it is. And the teachers get angry with it, as well they might.

REPORTER: Certainly, many teachers did not enter the profession for the money; they came into it for the opportunity to help young people, for a chance to serve, for respect from the community, and so forth. And now you are suggesting that many of these intangible benefits are not there.

HENDRY: I think one went into teaching because one wanted to teach, and that one liked to work with young people, and one had some type of idealism about our future.

I don't think many went into it for respect from the community, but this respect was some psychological income that made it possible to put up with the non-money income. This psychological income is not only missing now—in terms of respect—but it has now gotten to the point where the community is telling you that you are no good, telling your students they don't have to listen to you, and making remarks about "the dumb teachers."

REPORTER: So you are saying that our society does not respect its teachers?

HENDRY: We never have. We really do not honor educators or the educated. We honor athletes, we honor entertainers, we honor people with money.

Perhaps the public is using the schools as a whipping boy for its frustration and the general feeling of tension in the world—I don't know. I think it is fair to say that there is essentially an antischool aura in the country.

"Certainly I would hate to work in a no-contract situation again. I've done that and no thank you."

REPORTER: Are we, as teachers, expecting too much from society?

HENDRY: Well, I think we *are* expecting to be supported. And yet we see a lack of respect in all kinds of ways: the increased absenteeism of students, for example, and parents refusing to do anything about it. They say, "My son has to drive me to the airport," or "He has a dentist's appointment." Teachers, of course, make their dental appointments after school time, but the children can't find the time.

This lack of concern is a way of saying that the school is last. And if the school is last, the teacher is last—it doesn't take you too long to make that connection.

REPORTER: In his speech to the NEA convention this summer, outgoing NEA President John Ryor, commenting on critics of the schools, said this:

"Don't bother coming into my classroom to tell me what's wrong. I know what's wrong. There are too many kids in this classroom, that's what's wrong. There are too few supplies to teach with, and that's what's wrong. There are too many children who come to school hungry, tired, unloved, and unsupervised, and that's what's wrong. There are too many children who are emotionally and physically abused, and that's what's wrong.

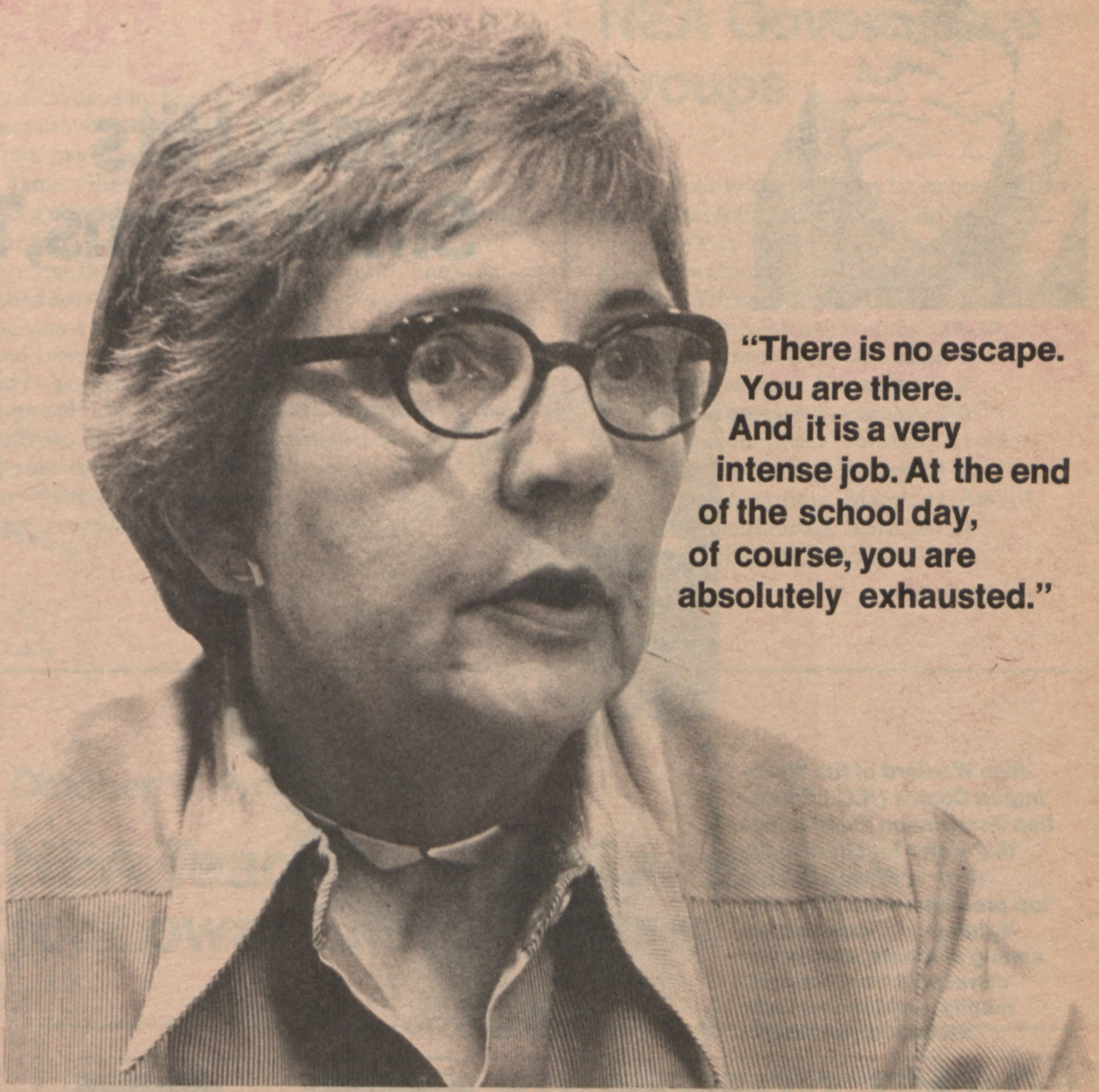
"At times it seems the whole society is dumping all of its problems in our classroom, expecting us to be minister and parent and social worker and police officer. That's what's wrong. It's hard enough to find the strength within myself to be the teacher these kids need, and that's what's wrong. And there's far too little support from people like you, Mr. Politician, and that's what's wrong.

"So, unless you have some help to offer, go away, because I'm doing the best I can every day to teach these children in spite of all the problems they have to overcome and in spite of my own human shortcomings. And unless you can help me, you just get in the way and make things worse."

What do you think of his comments?

HENDRY: Well, he was obviously saying much more concisely what I've been saying in a round-about way. I agree.

And I thought Vice-President Mondale's speech at the NEA convention was very good where he said, "Get educated, caring people in the classroom, then let them alone and let them work." I agree that we should hire professionals and let them do the job.



"There is no escape. You are there. And it is a very intense job. At the end of the school day, of course, you are absolutely exhausted."

REPORTER: What can NEA—and the local and state associations—do to help with this problem of the pressures that are on teachers?

HENDRY: I've given a lot of thought to that. It is difficult to know what to suggest. Certainly it will help the teachers if the Association can bargain for limits on class size and teacher load—and we don't have that yet where I'm teaching. Obviously it helps to have a contract that makes it clear we are not willing to work seven days a week, eighteen hours a day, which is what the parents would really like to see us do.

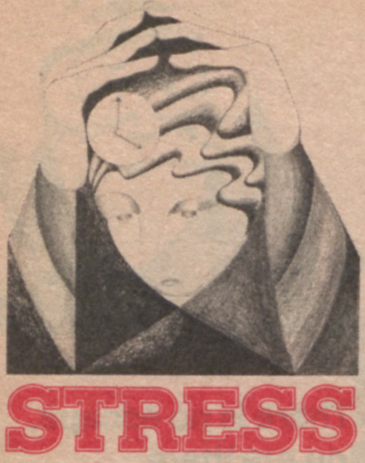
Certainly I would hate to work in a no-contract situation again. I've done that and no thank you. But bargaining makes us seem less professional somehow, and we have paid a price for this in some ways. The public wants us to act like a profession as long as we don't demand the rights of professionals, which are the right to be compensated adequately and the right to choose that amount of time that we have to put into the profession. I don't mean that we should have the right to decide whether or not we would teach or not teach a class today—obviously there is need for a certain amount of regimentation. But there are an awful lot of demands outside of that, and this is what the bargaining essentially has done—cut down on those demands. I think this is essential.

REPORTER: How do you feel, in the long run, about the pressures that are on the schools today?

HENDRY: I think that the pressures the schools are under today are destructive of enticing really educated people into the teaching profession. The salary is bad enough, but the hassle of it is more than a lot of able young people are going to put up with. I'm afraid that if we do not have a school system that entices the able young to come into it, the more educated parents will take their children and put them into private schools. The public schools could be left as the catch-all for those who do not admire education, for those who regard the schools as baby-sitters.

If this happens, the public schools will be on a downward cycle, and they will obviously lose their former role of putting all kinds of different peoples together. We become a more class-conscious, elitist society. I do think this has serious overtones for democratic life.

The public schools have played an integral part in making us as democratic a nation as we are. We are going to lose something very important to this country if we let the public schools go down the drain.



Not Just in Cities

Stress Hits Small Towns, Too

PLYMOUTH, NORTH CAROLINA—"Teachers invented the crockpot so they could feed their families, grade papers, and watch the news on TV at the same time," says NEA's Dale Robinson.

An NEA field staffer in the southeastern states, Robinson conducts teacher stress workshops for local education associations, including those in small single-industry and farming towns like Plymouth, North Carolina.

At a pre-Labor Day workshop here, Robinson listened to some 50 teachers from the school district talk about the anxiety caused by unconcerned parents, unprepared students, and inconsistent administrators.

"You may think that your school's problems are unique," Robinson told the teachers, "but you can find these problems in any school in the nation."

He said teachers get "put upon" constantly—and they tend to "take it, take it, and take it, and be quiet about it."

Rock Morgan, a teacher in the high school Gifted and Talented Students Program was impressed with the NEA program because, "He [Robinson] said things we think about constantly, but we never discuss out loud. We need to bring these problems out in the open."

The workshop began in the high school library with teachers listing the problems they most associated with administrators, students, parents, and fellow educators. They were angry over petty, inconsistent rules and paperwork from administrators, absent and disrespectful students, apathetic parents, and teachers who burn out and give up.

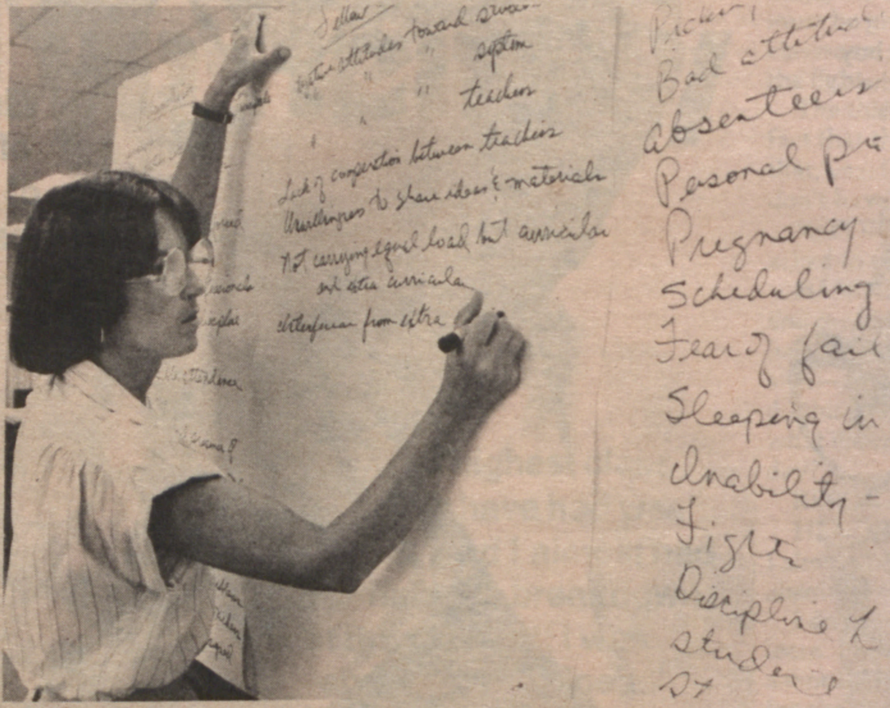
Once the problems were brought out, Robinson asked the teachers to separate those stress items that were controllable and those that "you can't do anything about."

He suggested that each teacher pick one or two of the controllable problems to correct. One teacher was distressed over a constantly sleeping student who worked late nights to help meet his family's expenses. She vowed to accept the fact that the most she could honestly do to help him was find him an empty room to stretch out in, or "bring him a pillow," she joked, "like an airline stewardess."

Another teacher, who felt that his faculty hesitated to share problems and ideas, promised himself to talk more about his work with his peers during coffee breaks and lunch periods.

By doing something about some of your daily problems, says Robinson, you have more energy to work on accepting things you cannot change.

"You've got to be good to yourself," says the NEA staffer, "or you'll have trouble being good with others."



Jean Woolard of the Washington County (N.C.) Education Association listed things that worry teachers in the town of Plymouth. The top problems were poor pay, fighting and absenteeism among students, apathy and disrespect from the community, and teachers who become disillusioned.

Rock Morgan, a teacher at Plymouth High School, said the NEA Stress Workshop brought out problems that he and his fellow teachers usually keep bottled up inside. Morgan said, "We need to bring these problems out in the open."

NEA Organizer Dale Robinson talks about the "stuff" that burns teachers up. Teachers tend to take that stuff, he says, and internalize it. Soon they're going to have to stand and say, "I've had my dose of stuff for today and I don't want any more."

What Can You Do About Teacher Stress?

The following suggestions for coping with stress are made by Bettie Burres Youngs, a reading specialist in the Des Moines Public Schools and an adjunct professor at San Diego State University. Youngs is a noted consultant who has written articles on teacher stress and anxiety for several major journals. She was Iowa's 1976 Teacher of the Year.

These suggestions are reprinted with permission from the Iowa State Education Association's *Communique*.

- Build team supportiveness and opportunities to grow. While salary, job security, and adequate facilities are necessary needs, they do not serve as the only source of motivation. Teachers (and administrators as well) need to feel part of a synergistic team, they need to have support and praise from superiors, and they need to be provided with opportunities for growth.
- Improve in-service workshops and teacher preparation education, and form cadres of teacher researchers who are assigned to work on classroom problems.
- Make a conscious effort to be your best! Keep alert to changing methods and philosophies; attend periodic workshops and conferences; actively listen to other staff colleagues; keep active in hobbies and pursue your interests; actively listen to your students' interests, needs, and hobbies; be an active reader of both professional journals and of pleasure materials; make a point of being flexible.
- Revitalize your career periodically—determine how you can change those activities you dislike and improve those activities you enjoy; get away for weekends or summers; take a leave of absence to renew your objectives.
- Consider taking a sabbatical—write to curriculum groups, to exchange programs, to state departments of education, to federal grant-giving agencies, or other organizations to determine your options; visit other schools and classrooms during the school year; teach at a university in a summer program; hire older students to do routine clerical work; elect a preretirement plan; establish a teacher center; provide for a teacher self-help health program.
- Work to eliminate stress-causing factors in your home environment.

Proper physical and mental conditioning will help increase your ability to handle stressful encounters. Here are some ways to help get yourself in top condition:

- Exercise, get adequate rest and nutrition, seek prompt medical care for illnesses, cut down on caffeine-containing beverages, and supplement vitamins when necessary.
- Learn to relax. Everyone lives in a stressful environment, and learning how to adapt is an important skill. Try yoga or methods of meditating.
- Identify the events that are stressful to you.
- Place stress in a positive context and try to make it work in your favor. Do something constructive rather than being immobilized by your fear—action is the best antidote.
- Cultivate habits that reduce stress. Try to regularize your environment by arranging your schedule. Be in control. Set aside a period of "private" time for yourself.
- If you can't change a stressful situation, change how you react to it.
- Watch for symptoms that indicate you've exceeded your stress threshold and know your limits.
- If you decide that you need professional help, seek it! Many of today's psychiatrists use short-term behavior therapy methods to combat chronic stress and anxiety.

AFT Lets School Board Label Teachers Unfit

NEW YORK CITY—According to an article in the *New York Post*, the New York City Board of Education has for years forced some teachers to take psychiatric examinations to declare them mentally unfit for teaching. To make matters worse, a former New York AFT official has charged that the union "sold these teachers down the river by not supporting them."

The *Post* revealed that some teachers were ordered to see psychiatrists because of personal vendettas against them by their principals.

Lawrence Sorenson, New York City-NEA executive director, filed a Freedom of Information Act request six months ago asking how many teachers had been forced to take psychological examinations last year.

The New York Board of Education claims to keep no records of these exams.

Sorenson says he knows of a Bronx high school teacher who was ordered to take a physical, "but it was more psychiatric than it was physical."

Dr. James Shea, a Manhattan psychiatrist, once was hired as a consultant to the school board. He saw only three or four patients.

"The first three were undoubtedly unfit," he said. "But the fourth was perfectly fine. I was supposed to say she was a mess. When I said she was healthy I was dropped from the board's list of consultants."

Gladys Yourman, a retired United Federation of Teachers field representative, said, "I am heart-broken and guilty as hell about what happened to these teachers because the union sold these teachers down the river and just did not support them after I kept assuring them they would receive union support."

Calendar: NEA Governance Groups

The following meetings have been scheduled at NEA Center in Washington, D.C., through May 1980:

Executive Committee, September 24-26
Board of Directors, September 28-30
Executive Committee, October 29-30
Executive Committee, December 3-4
Board of Directors, December 7-9
Executive Committee, January 7-8
Executive Committee, February 11-12
Board of Directors, February 15-17
Executive Committee, March 31-April 1
Executive Committee, April 28-29
Board of Directors, May 2-4.

October 17 Protest Day

NEA Teachers Join Campaign for Lower Energy Prices

WASHINGTON, D.C.—NEA is taking part in a national campaign to lower energy prices, and thousands of Association members are taking part in an October 17 protest to publicize skyrocketing prices of gasoline and heating oil.

The campaign is coordinated by the Progressive Alliance and the Citizen/Labor Energy Coalition, of which NEA is a member.

October 17 protesters will demand:

- that Congress roll back prices by reimposing price controls on crude oil and heating oil
- that Congress outlaw phony shortages by forcing companies to refine at full capacity
- that a special prosecutor be appointed to investigate the criminal activities of oil companies
- that the federal government create a taxpayer-owned Public Energy Corporation to purchase oil and gas and to develop new energy sources.

NEA President Willard McGuire said that NEA is "enthusiastically" participating in the October 17 activities and in the drive to lower energy prices.

"In between the *right* of all Americans to adequate, affordable energy and the *privilege* of oil company executives to pursue economic profits there can be no comparison," McGuire said. "It makes little difference if a person is unable to satisfy basic energy requirements due to the policies of OPEC or the avarice of American oil company executives.

"Adequate energy for all America is a necessity that must be guaranteed by a comprehensive energy policy," the NEA president went on, "a policy that includes research to develop new sources of energy, that stresses rapid development of renewable energy sources, that promotes conservation, that increases public understanding of alternate fuels, and that protects the consumer against price gouging from all causes, foreign or domestic."

The drive to lower energy prices was dramatically kicked off on August 22, when members of the United Auto Workers—which is part of the coalition—stopped work for a few minutes of protest. Members of the Machinists Union—another coalition member—have also met with their congresspersons to urge them to vote for an extension of oil price controls.

Coalition members across the country have been sending "Big Oil Discredit Cards" to Congress to urge politicians to continue controls on oil prices. Copies of the cards appear at right.

How To Send Your Copy of the Big Oil Discredit Card

Two "Big Oil Discredit Cards" are printed here. To take part in the campaign for lower energy prices, send the completed top card to your congressperson or one of your senators. (You may want to make duplicates and send to all three.) Your congressperson has a local address in your phone book. Or send your cards to Washington, D.C.—House of Representatives members may be addressed at Washington, DC 20515; Senate members Washington, DC 20510. Send the bottom card to the Campaign for Lower Energy Prices (address on the card) to help the coalition know how many cards have been sent to Congress.

Bigoil DISCREDIT CARD

THE OIL COMPANIES' CREDIT HAS RUN OUT WITH ME!

Send This Message to Congress: I'm tired of oil company rip-offs, windfall profits and higher prices. I support the Citizens Energy Program to: (1) Put a lid on oil and gas prices; (2) Stop phony shortages by the oil companies, and appoint a special prosecutor; (3) End the oil monopoly. Set up a publicly-owned energy corporation.

Name ____________________
Address ____________________
City ____________ State ______ Zip ______

Please call me at:
( ) ____________

STOP THE OIL PROFITEERS!
Support the Citizen's Energy Program
Campaign For Lower Energy Prices, 1300 Conn. Ave., N.W. Washington, DC 20036

nea

Bigoil DISCREDIT CARD

THE OIL COMPANIES' CREDIT HAS RUN OUT WITH ME!

Send This Message to Congress: I'm tired of oil company rip-offs, windfall profits and higher prices. I support the Citizens Energy Program to: (1) Put a lid on oil and gas prices; (2) Stop phony shortages by the oil companies, and appoint a special prosecutor; (3) End the oil monopoly. Set up a publicly-owned energy corporation.

Name ____________________
Address ____________________
City ____________ State ______ Zip ______

I want to help.
Please call me at:
( ) ____________

STOP THE OIL PROFITEERS!
Support the Citizen's Energy Program
Campaign For Lower Energy Prices, 1300 Conn. Ave., N.W. Washington, DC 20036

nea

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women

NEA Committees Assure Human Relations, Teacher Rights,

Two NEA standing committees and one NEA special committee have been working during 1978 and 1979 to help assure that the Association maintains and expands its roles in promoting human and civil rights in education and in providing leadership in solving social problems.

At the 1979 NEA convention in Detroit, committees made reports to the Representative Assembly. Summaries of the reports appear here.

Report of the NEA Standing Committee on Human Relations

The Standing Committee on Human Relations received seven charges for 1978-79:

1. To develop a plan for NEA and its affiliates that would assist in improving the education of children in detention centers

2. To continue to review and evaluate the affirmative action programs of NEA and its affiliates

3. To develop a plan and recommend a budget for committee members to work with state affiliate human relations counterparts

4. To develop a program to assist NEA and its affiliates to impact upon racism in America's schools and make recommendations for budgetary implementation

5. To identify the components of a successful human relations program to recommend to NEA affiliates

6. To make recommendations regarding the annual Human and Civil Rights Conference

7. To screen candidates for the annual Human Rights Awards and to recommend honorees to the Executive Committee.

In implementing these charges, the committee carried out the following activities:

1. Heard reports on and reveiwed the NEA affirmative action program and reviewed and evaluated all available state affirmative action employment plans

2. Held a meeting with state human relations representatives during the Human and Civil Rights Conference to discuss cooperative state and national efforts

3. Developed and submitted a proposal for an NEA program on racism

4. Reviewed and approved a draft of a paper on the components of a successful human relations program

5. Provided advice and support and participated in the February 1979 Conference on Human and Civil Rights in Education on the topic The Rise of the New Right: Human and Civil Rights in Jeopardy

6. Screened 39 nominations for awards to be presented at the Human Rights Award Dinner during the 1979 Annual Meeting and made appropriate recommendations to the NEA Executive Committee.

Based on these activities, the Committee on Human Relations made several recommendations, which are summarized below:

1. That the committee continue activities which deal with the problems of children in detention

2. That the committee continue the evaluation, monitoring, and improvement of state affiliate affirmative action employment plans

3. That the committee continue its work with state human relations committees

4. That NEA implement the program on racism proposed by the committee

5. That NEA distribute and implement the paper on successful human relations programs.

1978-79 COMMITTEE MEMBERS

Elayne Hunt, **chairperson**
Classroom teacher (elementary)
and counselor
3912 East 27th Street
Odessa, Texas 79762

Terry Bergeson
Classroom teacher (secondary)
and counselor
4205 Evanston Avenue, North,
Apt. 206
Seattle, Washington 98103

Harriet Booth
Classroom teacher (elementary)
2505 Aspen Drive
Anchorage, Alaska 99503

Ramon Huerta
Classroom teacher (secondary)
7712 El Conde, N.E.
Albuquerque, New Mexico 87110

Gary Jacobs
Classroom teacher (secondary)
P.O. Box 521
18550 Cocqui Road
Apple Valley, California 92307

Mae T. Kim
Classroom teacher (elementary)
63 Kuahiwi Avenue
Wahiawa, Hawaii 96786

Wylma R. King
Administrator (principal)
1640 Florence Avenue
Jackson, Mississippi 39204

Gerald Martin
Classroom teacher (secondary)
3906 West Acre Avenue
Franklin, Wisconsin 53132

Silvia Rodriguez
Classroom Teacher (secondary)
P.O. Box 10141
West Hartford, Connecticut 06110

Report of the NEA Standing Committee on Teacher Rights

The Standing Committee on Teacher Rights was established to make recommendations on the enforcement of teachers' constitutional, contractual, and statutory rights; NEA's investigative and legal activities; and legislative proposals and resolutions to promote teacher rights.

In response to its general charge, the committee reviewed; advised, and made recommendations on the following:

- Pertinent resolutions
- Proposals for the Human and Civil Rights Conference, teacher rights programs, and reports on significant legal developments
- Censorship, the New Right, and activities designed to counter attacks on academic freedom
- Federal legislation, particularly education of the handicapped, teacher rights under PL 94-142, Title VII of Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972, and Title IX of the Education Amendments of 1972.

The committee's responses to its four charges were as follows:

1. *To review the status of censorship and academic freedom and to recommend actions to enhance freedom to teach*

The committee reviewed, advised, and made recommendations on—

- The Human and Civil Rights Conference on the New Right and New Right activities
- Programs to monitor attacks on education and to obtain, organize, and report information on such attacks
- Coalitions in which NEA works to combat censorship.

2. *To make recommendations to protect the rights of teachers and student teachers*

The committee reviewed, advised, and made recommendations on—

- Voucher systems
- A teacher rights program in use in five states
- NEA policy statements on sectarian practices in schools and time to teach
- The Educators Employment Liability Insurance Program
- The attorney referral program.

3. *To review the DuShane Fund and make necessary recommendations to the Board of Directors*

The committee reviewed, advised, and made recommendations on—

- The DuShane Unified Legal Services Program
- The subsistence loan program.

4. *To study the employment-related problems of physically limited teachers and report its findings to the 1979 Representative Assembly*

The committee prepared its report and recommendations in response to new business items 1978-52, Problems of Physically Limited Teachers.

1978-79 COMMITTEE MEMBERS

Joanna Hock, **chairperson**
Classroom teacher (elementary)
702 Cottage Grove
South Bend, Indiana 46616

John T. Burke
Principal (elementary)
28 East Ettwein Street
Bethlehem, Pennsylvania 18018

Stephen Burns
Classroom teacher (secondary)
and counselor
139 Duck Cove Road
North Kingston, Rhode Island 02852

Gail P. Husbands
Classroom teacher (elementary)
701 Madeira Avenue
Clearwater, Florida 33519

Gloria Slipher
Classroom teacher (elementary)
627 West Beal Road
Flagstaff, Arizona 86001

Terry D. Stimson
Classroom teacher (secondary)
and counselor
1610 E Street
Anchorage, Alaska 99501

Bettie Weyler
Classroom teacher (elementary)
and special education
3420 Grandview Avenue
Louisville, Kentucky 40207

Leroy Wilson
Classroom teacher (secondary)
and counselor
3052 SE 62nd Street
Ocala, Florida 32670

Walter Young
Classroom teacher (middle)
204 Gordy Place
Llangollen Estates
New Castle, Delaware 19720

Action on and Minority Involvement

Report of the NEA Special Committee on Minority Affairs

1978-79 COMMITTEE MEMBERS

Joseph "José" Correa, **cochairperson**
Classroom teacher (elementary)
1413 Querida Drive
Colorado Springs, Colorado 80909

Billie Nave Masters, **cochairperson**
Classroom teacher (higher education)
13561 Farmington Road
Tustin, California 92680

Patricia Ann Browne
Classroom teacher (elementary)
3630 North Meridian Street
Indianapolis, Indiana 46208

Lillie C. L. Carswell
Administrator
11403 Panay
Houston, Texas 77048

Shirley F. Coffey
Classroom teacher (secondary)
110 West 34th Street
Norfolk, Virginia 23501

Carl Downing
Classroom teacher (higher education)
3041 Drakestone
Oklahoma City, Oklahoma 73120

James E. Esquibel
Classroom teacher (elementary)
914 East 10th Avenue
Denver, Colorado 80218

Richard D. Lindsey
Classroom teacher (secondary)
761 South Valley Avenue
Vineland, New Jersey 08360

Laverne Moore
Classroom teacher (elementary)
794 Ainapo Street
Honolulu, Hawaii 96825

Consuelo Nieto
Classroom teacher (higher education)
1848 Burnell Drive
Los Angeles, California 90065

Sparlin Norwood
Classroom teacher (secondary)
509 Hamilton
Dewey, Oklahoma 74029

Phillip O'Jibway
Classroom teacher
4346 Cade Road, Apt. 4
Capac, Michigan 48014

August Olim
Classroom teacher (secondary)
9432 Flicker Avenue
Fountain Valley, California 92708

José L. Sánchez
Classroom teacher (secondary)
7526 Ravenhill
Dallas, Texas 75227

Paul Tanaka
Classroom teacher (secondary)
1003 South Pearl Street
Tacoma, Washington 98465

Katherine Yen
Classroom teacher (elementary)
3240 Dublin Drive
South San Francisco, California 94080

The Special Committee on Minority Affairs established by the Board of Directors responded to the following charges during 1978-79:

1. To monitor minority guarantees provided in the NEA Constitution and Bylaws
2. To provide minority input on NEA programs and policies
3. To make specific recommendations to the Board of Directors regarding appropriate means and methods for continuing minority input into the Association.

During 1978-79 the committee monitored meetings of the Board of Directors, the Executive Committee, and the committees on Constitution, Bylaws, and Rules; Program and Budget; Resolutions; Credentials; Legislative and Financial Support for Public Education; Instruction and Professional Development; and Human Relations.

With the approval of the president, the committee was represented at the annual meeting of the Association for the Study of Afro-American Life and History, the National Association for Bilingual Education, the National Indian Bilingual Education Conference, the National Association of Asian-Pacific Islander Educators, the NEA Human and Civil Rights Conference, NEA Minority Involvement Seminars, and the Institute on Nonviolence cosponsored by NEA and the Martin Luther King Jr. Center for Social Change.

The committee met with the NEA president and executive director and received reports and discussed with appropriate units the following: a separate Department of Education, Title I of the Elementary and Secondary Education Act, Bilingual Indian education, multicultural education, migrant education, National Institute of Education, minority involvement, higher education, competency-based testing, publications and program materials, membership materials, urban education, NEA compliance with the Landrum-Griffin Act, affirmative action, amendments to Constitution and Bylaws, resolutions, women's training program, the *Bakke* decision, and the International Year of the Child.

The committee made specific recommendations relative to the following:

1. The establishment of state minority affairs committees
2. Activities to assure and enhance minority involvement to meet NEA goals in the light of the Landrum-Griffin decision
3. Committee involvement in implementing activities necessitated by Landrum-Griffin coverage
4. Minority involvement in the development of programs and program materials
5. The new delegate orientation
6. The reauthorization of the Committee on Minority Affairs.

in brief

"Freedom Road" Miniseries Recommended

Kris Kristofferson (left) and Muhammad Ali star in NBC-TV's "Freedom Road," a four-hour miniseries based on the novel by Howard Fast. Recommended by NEA, the drama will be seen in two parts, starting Monday, October 29 (9 to 11 p.m., eastern time), and continuing October 30 at the same time. "Freedom Road" tells the story of a black man's rise from slave status to a seat in the U.S. Senate. Study guides for the series are available through local NBC affiliate stations.

NEA Recommends "The Miracle Worker"

Melissa Gilbert (left) and Patty Duke Astin portray Helen Keller and her teacher in a new, two-hour NBC-TV production of "The Miracle Worker." To be telecast at 8 p.m. (eastern time) on Sunday, October 14, the show is recommended for viewing by NEA. William Gibson, author of the stage play based on the real-life relationship between the deaf, blind girl and her teacher, has written the teleplay. Study guides for the show are available from local NBC affiliate stations.

LETTERS

A member's forum—especially, a place for dissenting members to share their concerns.

NEA Convention

The NEA Convention in Detroit was an exciting place to be. It was my first time to attend a national NEA convention. As an NEA member, non-delegate, I saw the meeting from a different view than the many delegates.

Many have been and will be recognized for their parts in making the Convention a success. I am writing to express appreciation for a Michigan teacher, acting as a greeter at one of the entrances to the Cobo Auditorium. Her friendliness and helpfulness in helping me and my husband, a guest, find our seating section and feel welcome was one of the gestures planned and provided by Michigan which made us return to Oklahoma feeling good about the convention and Mich. state.

Ruth H. Burch
Tulsa, Oklahoma

Gun Exhibits

As a teacher who has worked for eleven years to educate children to examine all sides of a question before making a decision, and as a citizen whose nation was founded on tolerance of many differing viewpoints, I must protest the NEA's decision to prohibit the National Rifle Association from exhibiting at the convention.

The pro/gun-anti/gun question, touching as it does upon the individual's right to keep and bear arms, deserves a thoughtful, well-considered review and vote at the convention. To ban access to information on either side of the argument to NEA delegates is not only an open affront to the delegates and the members which they represent, it is a direct violation of the principles of democracy which we, as teachers, are expected to uphold and instill in our students.

Grace C. Saunders
Houlton, Maine

Members' letters are welcome. Please address them to Editor, *NEA Reporter,* 1201 Sixteenth St., N.W., Washington, DC 20036.

Please, May I Join?

For years I have neither belonged to, nor have I seen any reason for a Teachers' Union. Higher salaries, smaller class sizes, more benefits have meant nothing to me, as I have always tried to find a teaching position where I enjoyed the work even though it often meant moving. I attempted to supply what was important to me, and I assumed I alone was looking out for myself.

Now, for the first time during my fourteen years of being an enthusiastic, dedicated teacher in five states and Europe, I am working in a county which has no Union representing the teachers, I have not realized, until this experience, the extent to which I had been benefitting from Unions. I had been protected, and I did not know this, for I am presently witnessing the treatment superiors impose upon those who have no bargaining power and/or representation. I appreciate the opposition, but not when the people involved are trying to depose rather than oppose me.

Please, how may I become a dues paying member of the NEA?

Mary-Elizabeth Buckham
Midwest

People Who Are Against

I have been reading the NEA Reporter for a long time and I have about come to the conclusion that I want to classify people into two groups, the people who are for things and the people who are against.

I prefer to call the latter the aginners; of course if I find some on my list to be generally for things—I shall be glad to remove them from the list.

To begin with I want to name: Sen. Goldwater, Arizona; Sen. Hayakawa, California; Sen. Wm. L. Armstrong, Colorado; Sen. Richard G. Lugar, Indiana; Sen. Roger W. Jespen, Iowa; Sen. Robert Dole, Kansas—Sen. Nancy Landon Kassebaum, Kansas; Sen. Wm. S. Cohen, Maine; Sen. J. James Exon, Nebraska; Sen. Paul Laxalt, Nevada; Sen. Gordon Humphrey, New Hampshire; Sen. Harrison Schmitt, New Mexico; Sen. Daniel Patrick Moynihan, New York; Sen. Jesse Helms, North Carolina—Sen. Robert Morgan, North Carolina; Sen. Richard S. Schweiker, Pennsylvania; Sen. John Tower, Texas; Sen. Harry F. Byrd, Virginia; Sen. John W. Warner, Virginia; Sen. William Proxmire, Wisconsin; Sen. Malcolm Wallop, Wyoming.

H. P. Clemons
Lubbock, Texas

Slow Learner "Nonentities"

June 1st, 1979 was the day students picked up their report cards, a happy occasion for all children. As the youngsters showed me their cards, I congratulated them on their success. A seventh grade student from Lincoln Middle School stopped by and asked: "Want to see mine?" as he reached into his pocket and pulled out a crumpled report card that was folded into a one-inch square. I unfolded it as he, in turn, sat on his mini-bike and smoked a cigarette. To my amazement, this lad received all 'F's' in his subjects except for a 'C' in physical education. His entire report card must have had at least 24 'F's'. I asked him the reason for such a card. As he pedaled away on his bike he laughed and shouted for all to hear, "I can't read!"

As an educator I was stunned. . . .

Public Law 94-142 protects and insures the rights of handicapped and special education groups to a decent education. It meets their needs and respects their dignity as individuals. The slow learners have no such guarantees nor protection; their needs are ignored and so they are left to drift aimlessly and treated as "Nonentities."

Edward Stanley
Logansport, Indiana

Rip-Off of Senior Citizens

In the *NEA Reporter* of March, 1979, I was very interested in the item on page 2 regarding the article written by Frank Totten, the N.J.E.A. president.

I retired on June 30, 1978. Thus, Mr. Totten explains exactly what happened to me by the Social Security System. I was told in March that I would receive my benefits in July of 1978. In May, I was told that the law had been interpreted differently and that no benefits would be paid that year—1978.

The above Social Security Law did not become effective until January, 1978. The Social Security system said because I collected benefits in 1977, I could not collect benefits in 1978, my retirement year. This reasoning is unbelievable, to apply something that happened before the law became effective in January, 1978.

I consider this a real *rip-off* of Senior citizens. All Senior citizens should *note well* the person or persons responsible for this illegal interpretation of the January, 1978, Law.

John F. Temple
Cambridge, Massachusetts

FREE!
Association consumer guides, exclusively for unified members.

BENEFICIARY
WHOLE LIFE
PREMIUM
POLICYHOLDER
TERM
LIFE
An Educator's Guide to the Understanding and Purchase of Homeowners Insurance
An Educator's Guide to the Understanding and Purchase of Life Insurance

Take a tip from USS*...

Consumer education is more than just a concept—it's a commitment. Unified Special Services is always working to help unified members become more informed consumers. We want you to understand what you are *really* getting for your hard-earned dollars. That's why your Association has developed consumer guides in areas that you find important.

Technical language is simplified for you.
Designed specifically for educators, your Association's consumer guides provide simple, straightforward explanations without the use of confusing technical terminology. These guides can help you understand and make informed decisions regarding the purchase of:

Homeowners Insurance...
This guide helps you understand the different kinds of protection available. Learn what policies to look for and how much coverage you need to be protected.

Life Insurance...
There are several different types of life insurance available. This guide offers simplified explanations and will help you understand how much insurance you need to adequately protect the standard of living of your dependents.

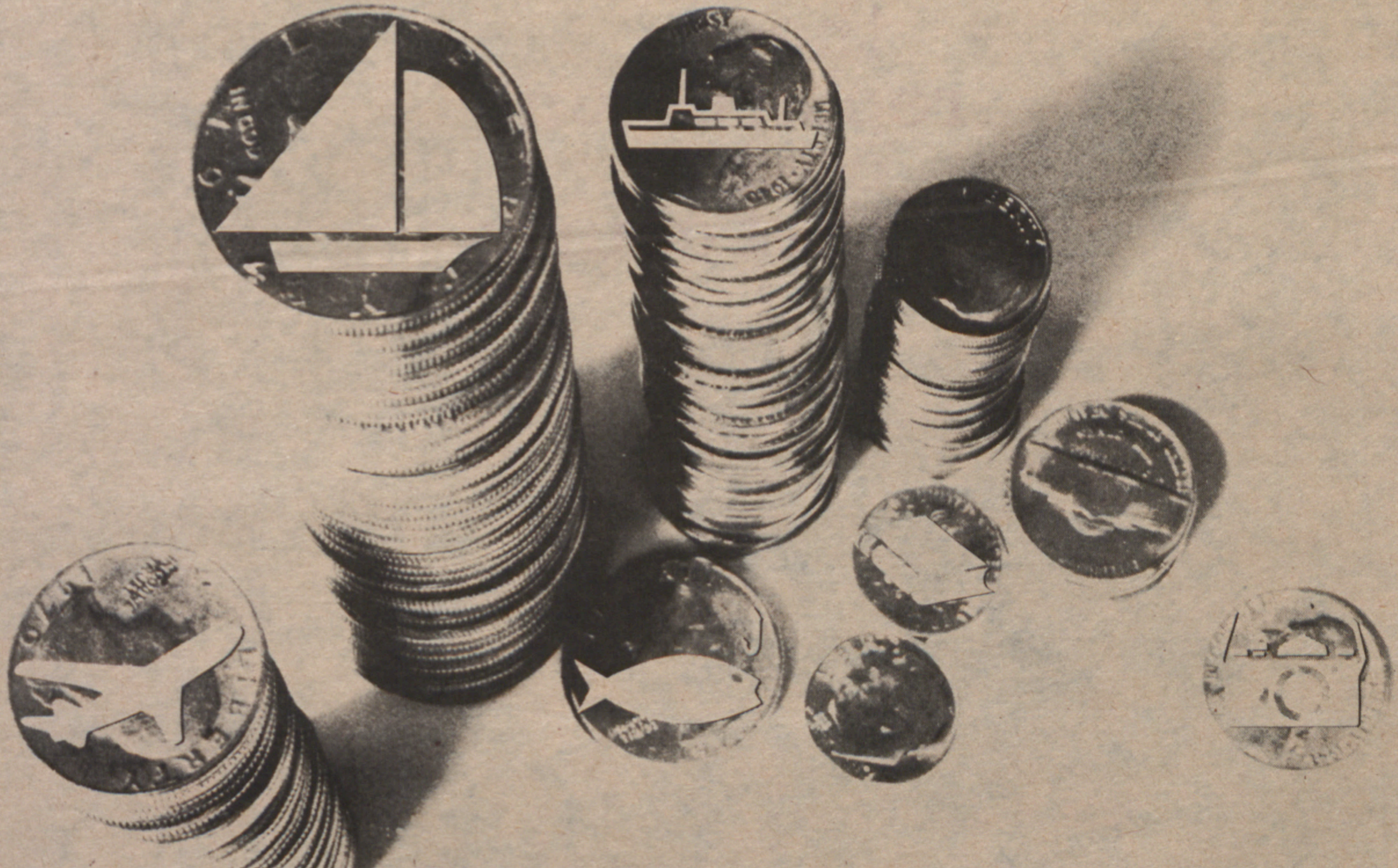
Order your free copies today!
Take advantage of your Association's commitment to consumer education. Fill out the coupon below to order your copies of these consumer guides, available *free* as a benefit of your membership in the United Teaching Profession.

UNIFIED SPECIAL SERVICES
NEA...Working together

Consumer Guides R-10-79
NEA Special Services
1201—16th Street, N.W.
Room 404E
Washington, D.C. 20036
Yes! I want to be an informed consumer. Please send me An Educator's Guide to the Understanding and Purchase of:
☐ Homeowners Insurance
☐ Life Insurance
Name: ____________ Phone: ____________
Address: ____________
City: ____________ State: ________ Zip: ________

Consumer Education = Buyer ~~Beware~~ Aware

*Unified Special Services



Teacher retirement.

How to plan for it, save for it, and then enjoy it.

Now Your Money Earns 8¼%* Interest In The UTP Tax-Deferred Annuity Program.

Right now is the best time to start planning for your retirement years . . . so that later on, when it's time to retire, you will have the financial freedom to relax and to pursue your retirement pleasures.

The UTP Tax-Deferred Annuity Program, developed in cooperation with your Association and underwritten by Horace Mann Life Insurance Company, is designed especially for teachers nationwide. By enrolling in this plan, you will be able to save money from your salary that will be exempt from current income taxes, as will the interest your money accumulates. Taxes are deferred until the money is withdrawn, usually at retirement, when income is generally subject to lower tax rates.

Some advantages of the UTP Tax-Deferred Annuity Program are:

- High guaranteed and excess interest rates
- No surrender or withdrawal charges
- High annuity factors
- Guaranteed lifetime income

How You Can Save With The UTP Tax-Deferred Annuity Program:
The chart below illustrates how much you can accumulate over the years through the UTP Tax-Deferred Annuity Program with monthly contributions of either $125 or $200. A minimum of $20 per month is required to enroll in the program.

	$125 PER MONTH — TAX DEFERRED		$200 PER MONTH — TAX DEFERRED	
POLICY YEAR	GUARANTEED INTEREST	INCLUDING EXCESS INTEREST*	GUARANTEED INTEREST	INCLUDING EXCESS INTEREST*
10	$17,599	$ 21,903	$ 28,407	$ 35,360
15	$29,546	$ 41,606	$ 47,575	$ 67,039
20	$44,081	$ 70,894	$ 70,896	$114,128
25	$61,764	$114,427	$ 99,270	$184,121
30	$83,279	$179,136	$133,790	$288,159

***Based on the current accumulation rate. Not guaranteed.**
Not presently available in Connecticut, Hawaii, New Jersey and New York.

For Example:
A 40 year old deposits $125 a month ($1,500 annually) for 25 years until retirement. That person will accumulate *$114,427* at the current rate.[1]

And, with the current annuity factors, this will provide a lifetime income of *$985* a month, at age 65[2].

---

[1] The current accumulation rate, including excess interest. Excess interest is not guaranteed.

[2] The current male 10-year certain and life guarantee.

This Is The Kind Of Retirement You've Earned!
It's simple to achieve . . . That's our policy.

UNIFIED SPECIAL SERVICES
NEA...Working together

For further information and a consumer guide, please complete and mail the coupon today.

The Horace Mann Insurance Companies•Marketing Services
1 Horace Mann Plaza•Springfield, Illinois 62715

☐ Please send me detailed information about the UTP Fixed Annuity Program.

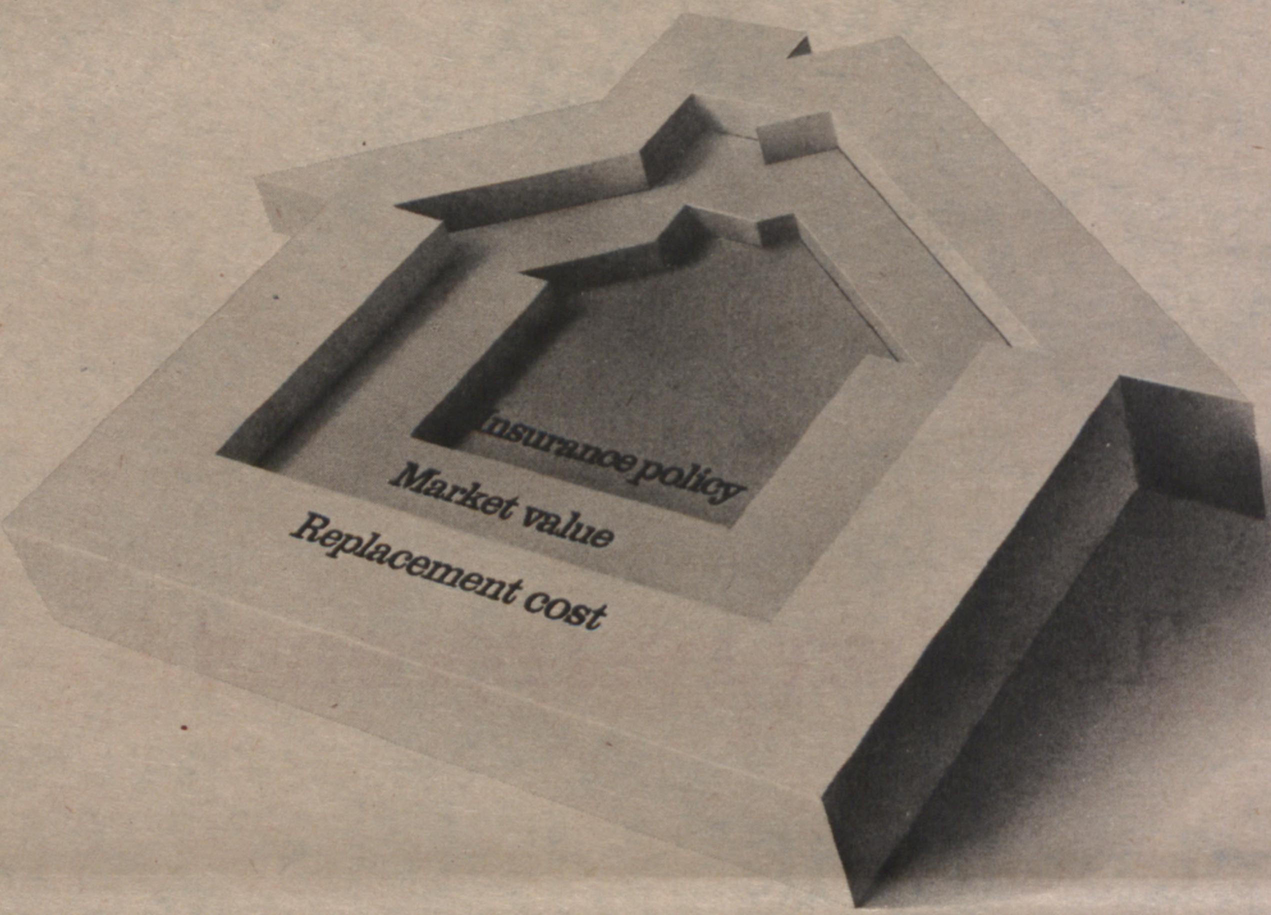
☐ Please have a Horace Mann representative contact me.

NAME ______________________ PHONE ____________
ADDRESS ______________________________________
CITY ______________ STATE ______________ ZIP ____________
SCHOOL DISTRICT ______________________ PHONE ____________

insuring America's Teachers **Horace Mann**
Underwritten by
Horace Mann Life Insurance Company

R 10-79

Remember, it's the replacement cost that counts



Don't get caught in the middle.

If you lost your home today through a catastrophe like a fire or storm, chances are you'd find yourself *in the middle* with a homeowners' insurance policy that would be insufficient to replace your home at today's costs.

As a unified member, we want you to know the effects of inflation on your home's value. What many of us have not realized is that the cost of building materials and labor is rising far faster than the increases in market value. If you were to upgrade your homeowners' insurance, you would probably reach the second step . . . *market value.* After all, you have a good idea of what your home could be sold for today. However, your home should be insured to its replacement cost.

Your Association, through the Horace Mann Insurance Company, offers you a homeowners' policy that can cover your home to its *replacement cost* (the actual dollar amount it would take to rebuild your home). That's what homeowners' insurance is all about.

Evaluate your home.

Our Homeowners' Evaluator is a simple calculation device that helps you determine the replacement cost of your home in today's world. And we have a renters' evaluator for apartment dwellers.

As a unified member, there's no charge or obligation for this evaluator. If you need assistance, professional advice or a quote on the amount of insurance you need, we'll be glad to help, *at your request.*

The Homeowners' Evaluator.

It's one more way your Association watches out for you. Making sure your home is insured to value . . . that's our policy.

For adequate coverage on your home, please complete and mail this coupon today.

UNIFIED LOCAL STATE NATIONAL SPECIAL SERVICES
NEA...Working together

The Horace Mann Insurance Companies • Marketing Services
1 Horace Mann Plaza • Springfield, Illinois 62715
R 10-79

Please send me:
☐ Information on Homeowners' Insurance
☐ A free Homeowners' Evaluator
☐ Information on Mobile Home Insurance
☐ Information on Condominium Insurance
☐ Information on Renters' Insurance
☐ A free Renters' Evaluator
☐ Please have a Horace Mann Representative contact me.

Name ______________________ Phone ______________________

Address ____

City ______________ State ______________ Zip ______________

School ______________________ School District ______________

Phone ______________________

My Homeowners' Policy Expires ______________

Insuring America's Teachers **Horace Mann**
Underwritten by
Horace Mann Life Insurance Company

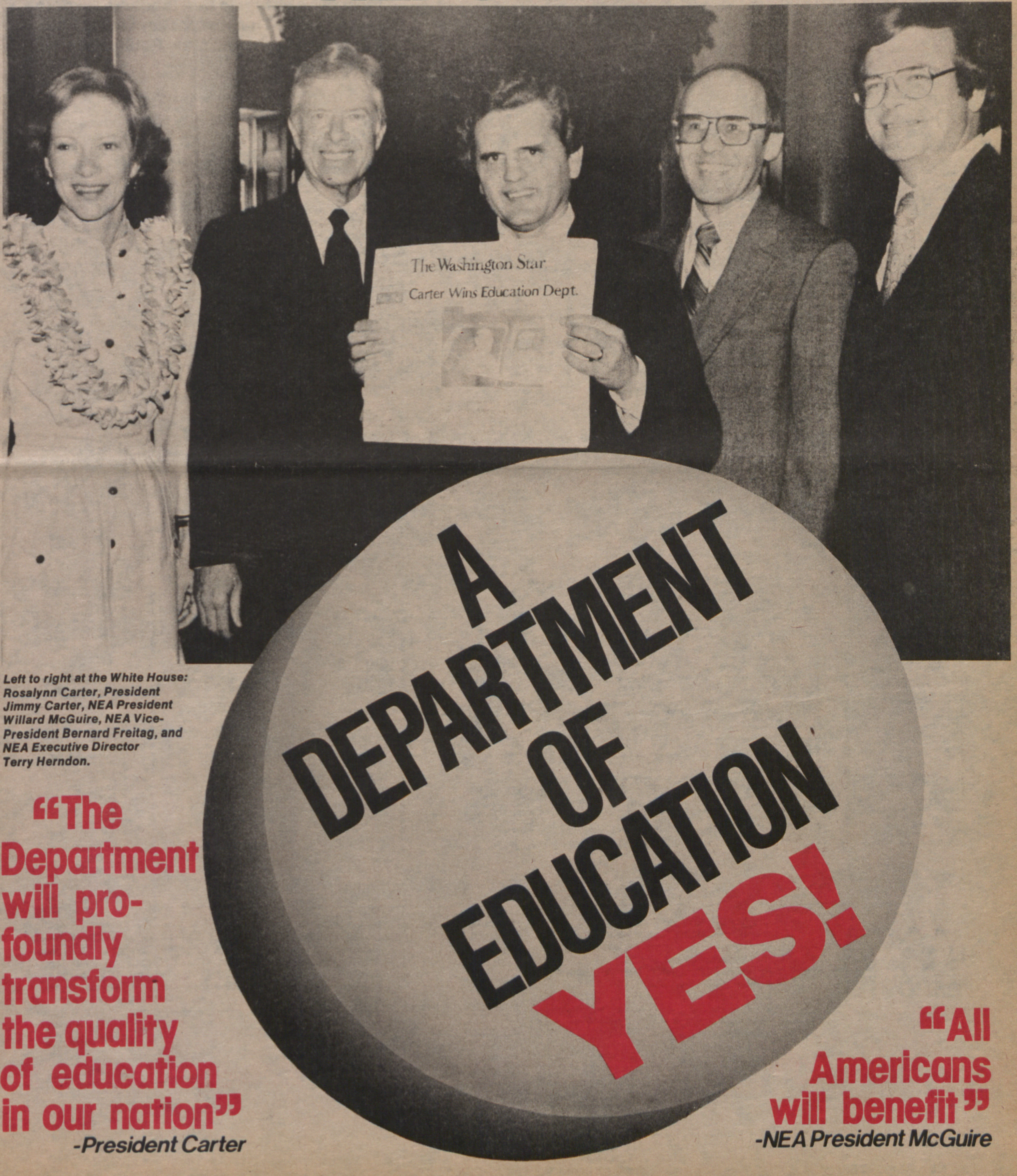
Circulation
this issue:
1,786,014

November 1979
Vol. 18, No. 7

NEA REPORTER

Published
by the
National
Education
Association

Washington,
D.C.


The Washington Star
Carter Wins Education Dept.
A
DEPARTMENT
OF
EDUCATION
YES!

Left to right at the White House: Rosalynn Carter, President Jimmy Carter, NEA President Willard McGuire, NEA Vice-President Bernard Freitag, and NEA Executive Director Terry Herndon.

“The Department will profoundly transform the quality of education in our nation”
-President Carter

“All Americans will benefit”
-NEA President McGuire

How Did Your Congresspersons Vote on the Education Department?

The roster below shows the Senate and House of Representatives final votes on the Department of Education conference report. A yes vote (Y) is for the bill and the NEA position; a no vote (N) is against the bill and against the NEA position. (NV indicates that the member did not vote.)

Thank the Senators and Representatives who supported the Department; remind those who voted no that teachers favor the Department. This roster should also help guide your local and state Political Action Committees.

Final Votes, Senate and House of Representatives

ALABAMA	
Sen. Donald Stewart	Y
Sen. Howell T. Heflin	Y
1. Jack Edwards	N
2. William L. Dickinson	N
3. Bill Nichols	N
4. Tom Bevill	Y
5. Ronnie G. Flippo	Y
6. John Buchanan	Y
7. Richard C. Shelby	Y
ALASKA	
Sen. Ted Stevens	NV
Sen. Mike Gravel	Y
A-L Don Young	Y
ARIZONA	
Sen. Barry Goldwater	NV
Sen. Dennis DeConcini	Y
1. John J. Rhodes	N
2. Morris K. Udall	Y
3. Bob Stump	N
4. Eldon Rudd	N
ARKANSAS	
Sen. Dale Bumpers	Y
Sen. David Pryor	Y
1. Bill Alexander	Y
2. Ed Bethune, Jr.	N
3. John Paul Hammerschmidt	N
4. Beryl F. Anthony, Jr.	NV
CALIFORNIA	
Sen. Alan Cranston	Y
Sen. S. I. (Sam) Hayakawa	N
1. Harold T. Johnson	Y
2. Don H. Clausen	Y
3. Robert T. Matsui	Y
4. Vic Fazio	Y
5. John L. Burton	Y
6. Phillip Burton	Y
7. George Miller	Y
8. Ronald V. Dellums	Y
9. Fortney H. (Pete) Stark	Y
10. Don Edwards	Y
11. William Royer	N
12. Paul N. McCloskey, Jr.	N
13. Norman Y. Mineta	Y
14. Norman D. Shumway	N
15. Tony Coelho	Y
16. Leon E. Panetta	Y
17. Charles Pashayan, Jr.	N
18. William M. Thomas	N
19. Robert J. Lagomarsino	N
20. Barry M. Goldwater, Jr.	N
21. James C. Corman	Y
22. Carlos J. Moorhead	N
23. Anthony C. Beilenson	N
24. Henry A. Waxman	N
25. Edward R. Roybal	Y
26. John H. Rousselot	N
27. Robert K. Dornan	N
28. Julian C. Dixon	Y
29. Augustus F. Hawkins	Y
30. George E. Danielson	Y
31. Charles H. Wilson	Y
32. Glenn M. Anderson	Y
33. Wayne Grisham	N
34. Daniel E. Lungren	N
35. Jim Lloyd	N
36. George E. Brown, Jr.	Y
37. Jerry Lewis	N
38. Jerry M. Patterson	Y
39. William E. Dannemeyer	N
40. Robert E. Badham	N
41. Bob Wilson	Y
42. Lionel Van Deerlin	Y
43. Clair W. Burgener	N
COLORADO	
Sen. Gary Hart	Y
Sen. William L. Armstrong	N
1. Patricia Schroeder	N
2. Timothy E. Wirth	Y
3. Ray Kogovsek	Y
4. James P. (Jim) Johnson	NV
5. Ken Kramer	N
CONNECTICUT	
Sen. Abraham Ribicoff	Y
Sen. Lowell P. Weicker, Jr.	NV
1. William R. Cotter	Y
2. Christopher J. Dodd	Y
3. Robert N. Giaimo	Y
4. Stewart B. McKinney	N
5. William Ratchford	Y
6. Anthony Toby Moffett	Y
DELAWARE	
Sen. William V. Roth, Jr.	Y
Sen. Joseph R. Biden, Jr.	NV
A-L Thomas B. Evans, Jr.	N
FLORIDA	
Sen. Lawton Chiles	Y
Sen. Richard B. Stone	Y
1. Earl D. Hutto	Y
2. Don Fuqua	Y
3. Charles E. Bennett	N
4. Bill Chappell, Jr.	Y
5. Richard Kelly	N
6. C. W. Bill Young	N
7. Sam Gibbons	N
8. Andy Ireland	Y
9. Bill Nelson	N
10. L. A. (Skip) Bafalis	N
11. Dan Mica	Y
12. Edward J. Stack	Y
13. William Lehman	Y
14. Claude Pepper	Y
15. Dante B. Fascell	Y
GEORGIA	
Sen. Herman E. Talmadge	Y
Sen. Sam Nunn	Y
1. Bo Ginn	Y
2. Dawson Mathis	Y
3. Jack Brinkley	Y
4. Elliott H. Levitas	Y
5. Wyche Fowler, Jr.	Y
6. Newt Gingrich	Y
7. Larry P. McDonald	N
8. Bill Lee Evans	Y
9. Edgar L. Jenkins	Y
10. Doug Barnard	Y
HAWAII	
Sen. Daniel K. Inouye	Y
Sen. Spark M. Matsunaga	Y
1. Cecil L. Heftel	Y
2. Daniel K. Akaka	Y
IDAHO	
Sen. Frank Church	Y
Sen. James A. McClure	NV
1. Steven D. Symms	N
2. George Hansen	N
ILLINOIS	
Sen. Charles H. Percy	Y
Sen. Adlai E. Stevenson	Y
1. Bennett Stewart	Y
2. Morgan F. Murphy	NV
3. Marty Russo	Y
4. Edward J. Derwinski	N
5. John G. Fary	N
6. Henry J. Hyde	N
7. Cardiss Collins	NV
8. Dan Rostenkowski	Y
9. Sidney R. Yates	N
10. Abner J. Mikva	NV
11. Frank Annunzio	N
12. Philip M. Crane	N
13. Robert McClory	N
14. John N. Erlenborn	N
15. Tom Corcoran	Y
16. John B. Anderson	Y
17. George M. O'Brien	N
18. Robert H. Michel	N
19. Tom Railsback	N
20. Paul Findley	NV
21. Edward R. Madigan	Y
22. Daniel B. Crane	N
23. Melvin Price	Y
24. Paul Simon	Y
INDIANA	
Sen. Birch Bayh	Y
Sen. Richard G. Lugar	N
1. Adam Benjamin, Jr.	Y
2. Floyd J. Fithian	Y
3. John Brademas	Y
4. J. Danforth Quayle	N
5. Elwood Hillis	Y
6. David W. Evans	Y
7. John T. Myers	N
8. H. Joel Deckard	N
9. Lee H. Hamilton	N
10. Philip R. Sharp	Y
11. Andrew Jacobs, Jr.	N
IOWA	
Sen. John C. Culver	Y
Sen. Roger W. Jepsen	N
1. James A. S. Leach	Y
2. Tom Tauke	N
3. Charles E. Grassley	N
4. Neal Smith	Y
5. Tom Harkin	Y
6. Berkley Bedell	Y
KANSAS	
Sen. Robert Dole	N
Sen. Nancy Landon Kassebaum	N
1. Keith G. Sebelius	N
2. Jim Jeffries	N
3. Larry Winn, Jr.	N
4. Dan Glickman	N
5. Robert Whittaker	N
KENTUCKY	
Sen. Walter Huddleston	Y
Sen. Wendell H. Ford	Y
1. Carroll Hubbard, Jr.	Y
2. William H. Natcher	Y
3. Romano L. Mazzoli	N
4. Gene Snyder	N
5. Tim Lee Carter	NV
6. Larry J. Hopkins	N
7. Carl D. Perkins	Y
LOUISIANA	
Sen. Russell B. Long	Y
Sen. J. Bennett Johnston, Jr.	Y
1. Robert L. Livingston	N
2. Lindy Boggs	N
3. David C. Treen	N
4. Claude (Buddy) Leach	N
5. Jerry Huckaby	Y
6. W. Henson Moore	N
7. John B. Breaux	N
8. Gillis W. Long	Y
MAINE	
Sen. Edmund S. Muskie	Y
Sen. William S. Cohen	N
1. David F. Emery	N
2. Olympia J. Snowe	N
MARYLAND	
Sen. Charles McC. Mathias, Jr.	Y
Sen. Paul S. Sarbanes	Y
1. Robert Bauman	N
2. Clarence D. Long	N
3. Barbara A. Mikulski	N
4. Marjorie S. Holt	N
5. Gladys Noon Spellman	Y
6. Beverly Byron	N
7. Parren J. Mitchell	Y
8. Michael D. Barnes	Y
MASSACHUSETTS	
Sen. Edward M. Kennedy	Y
Sen. Paul E. Tsongas	Y
1. Silvio O. Conte	Y
2. Edward P. Boland	N
3. Joseph D. Early	N
4. Robert F. Drinan	Y
5. James M. Shannon	Y
6. Nicholas Mavroules	Y
7. Edward J. Markey	Y
8. Thomas P. O'Neill, Jr.	*
9. Joe Moakley	Y
10. Margaret M. Heckler	Y
11. Brian Donnelly	N
12. Gerry E. Studds	Y
MICHIGAN	
Sen. Donald W. Riegle, Jr.	Y
Sen. Carl Levin	Y
1. John Conyers, Jr.	N
2. Carl D. Pursell	Y
3. Howard Wolpe	Y
4. Dave Stockman	N
5. Harold S. Sawyer	N
6. Bob Carr	Y
7. Dale E. Kildee	Y
8. Bob Traxler	Y
9. Guy Vander Jagt	N
10. Donald J. Albosta	Y
11. Robert W. Davis	Y
12. David E. Bonior	Y
13. Charles C. Diggs, Jr.	NV
14. Lucien N. Nedzi	N
15. William D. Ford	Y
16. John D. Dingell	N
17. William M. Brodhead	Y
18. James J. Blanchard	Y
19. William S. Broomfield	N
MINNESOTA	
Sen. David Durenberger	Y
Sen. Rudy Boschwitz	Y
1. Arlen Erdahl	Y
2. Tom Hagedorn	N
3. Bill Frenzel	N
4. Bruce F. Vento	Y
5. Martin O. Sabo	N
6. Richard Nolan	Y
7. Arlan Stangeland	N
8. James L. Oberstar	Y
MISSISSIPPI	
Sen. John C. Stennis	Y
Sen. Thad Cochran	Y
1. Jamie L. Whitten	Y
2. David R. Bowen	Y
3. G. V. Montgomery	Y
4. Jon C. Hinson	N
5. Trent Lott	N
MISSOURI	
Sen. Thomas F. Eagleton	Y
Sen. John C. Danforth	Y
1. William (Bill) Clay	Y
2. Robert A. Young	Y
3. Richard A. Gephardt	N
4. Ike Skelton	Y
5. Richard Bolling	NV
6. E. Thomas Coleman	N
7. Gene Taylor	N
8. Richard H. Ichord	N
9. Harold L. Volkmer	Y
10. Bill D. Burlison	Y
MONTANA	
Sen. John Melcher	Y
Sen. Max Baucus	Y
1. Pat Williams	N
2. Ron Marlenee	N
NEBRASKA	
Sen. Edward Zorinsky	Y
Sen. J. James Exon	N
1. Douglas K. Bereuter	N
2. John J. Cavanaugh	Y
3. Virginia Smith	N
NEVADA	
Sen. Howard W. Cannon	Y
Sen. Paul Laxalt	N
A-L Jim Santini	Y
NEW HAMPSHIRE	
Sen. John A. Durkin	Y
Sen. Gordon Humphrey	N
1. Norman E. D'Amours	Y
2. James C. Cleveland	N
NEW JERSEY	
Sen. Harrison A. Williams, Jr.	Y
Sen. Bill Bradley	Y
1. James J. Florio	Y
2. William J. Hughes	Y
3. James J. Howard	Y
4. Frank Thompson, Jr.	Y
5. Millicent Fenwick	N
6. Edwin B. Forsythe	N
7. Andrew Maguire	Y
8. Robert A. Roe	Y
9. Harold C. Hollenbeck	Y
10. Peter W. Rodino, Jr.	Y
11. Joseph G. Minish	N
12. Matthew J. Rinaldo	Y
13. James A. Courter	Y
14. Frank J. Guarini	Y
15. Edward J. Patten	Y
NEW MEXICO	
Sen. Pete V. Domenici	Y
Sen. Harrison Schmitt	N
1. Manuel Lujan, Jr.	Y
2. Harold Runnels	Y
NEW YORK	
Sen. Jacob K. Javits	Y
Sen. Daniel Patrick Moynihan	N
1. William Carney	N
2. Thomas J. Downey	Y
3. Jerome A. Ambro	N
4. Norman F. Lent	N
5. John W. Wydler	N
6. Lester L. Wolff	Y
7. Joseph P. Addabbo	N
8. Benjamin S. Rosenthal	N
9. Geraldine A. Ferraro	N
10. Mario Biaggi	Y
11. James H. Scheuer	N
12. Shirley Chisholm	N
13. Stephen J. Solarz	NV
14. Frederick W. Richmond	N
15. Leo C. Zeferetti	N
16. Elizabeth Holtzman	NV
17. John M. Murphy	N
18. S. William Green	NV
19. Charles B. Rangel	Y
20. Theodore S. Weiss	N
21. Robert Garcia	N
22. Jonathan B. Bingham	N
23. Peter A. Peyser	N
24. Richard L. Ottinger	Y
25. Hamilton Fish, Jr.	Y
26. Benjamin A. Gilman	N
27. Matthew F. McHugh	N
28. Samuel S. Stratton	N
29. Gerald B. H. Solomon	N
30. Robert C. McEwen	N
31. Donald J. Mitchell	N
32. James M. Hanley	N
33. Gary A. Lee	N
34. Frank Horton	Y
35. Barber B. Conable, Jr.	N
36. John J. LaFalce	NV
37. Henry J. Nowak	N
38. Jack F. Kemp	N
39. Stanley N. Lundine	N
NORTH CAROLINA	
Sen. Jesse Helms	N
Sen. Robert Morgan	NV
1. Walter B. Jones	Y
2. L. H. Fountain	N
3. Charles Whitley	Y
4. Ike F. Andrews	Y
5. Stephen L. Neal	Y
6. Richardson Preyer	Y
7. Charles Rose	NV
8. W. G. (Bill) Hefner	Y
9. James G. Martin	N
10. James T. Broyhill	N
11. Lamar Gudger	Y
NORTH DAKOTA	
Sen. Milton R. Young	N
Sen. Quentin N. Burdick	Y
A-L Mark Andrews	N
OHIO	
Sen. John Glenn	Y
Sen. Howard M. Metzenbaum	Y
1. Willis D. Gradison, Jr.	N
2. Thomas A. Luken	N
3. Tony P. Hall	Y
4. Tennyson Guyer	N
5. Delbert L. Latta	N
6. William H. Harsha	N
7. Clarence J. Brown	N
8. Thomas N. Kindness	N
9. Thomas L. Ashley	N
10. Clarence E. Miller	N
11. J. William Stanton	N
12. Samuel L. Devine	N
13. Donald J. Pease	Y
14. John F. Seiberling	Y
15. Chalmers P. Wylie	N
16. Ralph S. Regula	N
17. John M. Ashbrook	N
18. Douglas Applegate	N
19. Lyle Williams	Y
20. Mary Rose Oakar	Y
21. Louis Stokes	Y
22. Charles A. Vanik	N
23. Ronald M. Mottl	Y
OKLAHOMA	
Sen. Henry Bellmon	Y
Sen. David L. Boren	Y
1. James R. Jones	Y
2. Mike Synar	Y
3. Wes Watkins	Y
4. Tom Steed	Y
5. Mickey Edwards	N
6. Glenn English	Y
OREGON	
Sen. Mark O. Hatfield	Y
Sen. Bob Packwood	Y
1. Les AuCoin	Y
2. Al Ullman	Y
3. Robert Duncan	N
4. James Weaver	Y
PENNSYLVANIA	
Sen. Richard S. Schweiker	N
Sen. H. John Heinz III	Y
1. Michael O. Myers	N
2. William H. Gray III	Y
3. Raymond F. Lederer	N
4. Charles F. Dougherty	Y
5. Richard T. Schulze	N
6. Gus Yatron	Y
7. Robert W. Edgar	Y
8. Peter H. Kostmayer	N
9. Bud Shuster	N
10. Joseph M. McDade	N
11. Daniel J. Flood	NV
12. John P. Murtha	Y
13. Lawrence Coughlin	Y
14. William S. Moorhead	N
15. Donald L. Ritter	N
16. Robert S. Walker	N
17. Allen E. Ertel	Y
18. Douglas Walgren	N
19. William F. Goodling	N
20. Joseph M. Gaydos	N
21. Don Bailey	N
22. Austin J. Murphy	Y
23. William F. Clinger, Jr.	N
24. Marc L. Marks	Y
25. Eugene V. Atkinson	Y
RHODE ISLAND	
Sen. Claiborne Pell	Y
Sen. John H. Chaffee	Y
1. Fernand J. St. Germain	Y
2. Edward P. Beard	Y
SOUTH CAROLINA	
Sen. Strom Thurmond	Y
Sen. Ernest F. Hollings	Y
1. Mendel J. Davis	Y
2. Floyd Spence	N
3. Butler Derrick	Y
4. Carroll A. Campbell, Jr.	N
5. Kenneth L. Holland	Y
6. John W. Jenrette, Jr.	Y
SOUTH DAKOTA	
Sen. George McGovern	Y
Sen. Larry Pressler	Y
1. Thomas A. Daschle	Y
2. James Abdnor	N
TENNESSEE	
Sen. Howard H. Baker, Jr.	NV
Sen. James R. Sasser	Y
1. James H. Quillen	Y
2. John J. Duncan	Y
3. Marilyn Bouquard	Y
4. Albert Gore, Jr.	Y
5. Bill Boner	Y
6. Robin L. Beard	NV
7. Ed Jones	Y
8. Harold E. Ford	Y
TEXAS	
Sen. John Tower	N
Sen. Lloyd Bentsen	Y
1. Sam B. Hall, Jr.	N
2. Charles Wilson	N
3. James M. Collins	N
4. Ray Roberts	NV
5. Jim Mattox	Y
6. Phil Gramm	Y
7. Bill Archer	N
8. Bob Eckhardt	Y
9. Jack Brooks	Y
10. J. J. Pickle	Y
11. Marvin Leath	N
12. Jim Wright	Y
13. Jack Hightower	N
14. Joe Wyatt, Jr.	N
15. E. de la Garza	N
16. Richard C. White	N
17. Charles W. Stenholm	N
18. Mickey Leland	Y
19. Kent Hance	N
20. Henry B. Gonzalez	Y
21. Tom Loeffler	N
22. Ron Paul	N
23. Abraham Kazen, Jr.	Y
24. Martin Frost	Y
UTAH	
Sen. Jake Garn	NV
Sen. Orrin G. Hatch	N
1. Gunn McKay	Y
2. Dan Marriott	N
VERMONT	
Sen. Robert T. Stafford	Y
Sen. Patrick J. Leahy	Y
A-L James M. Jeffords	Y
VIRGINIA	
Sen. Harry F. Byrd, Jr.	N
Sen. John W. Warner	N
1. Paul S. Trible, Jr.	N
2. G. William Whitehurst	N
3. David E. Satterfield III	N
4. Robert W. Daniel, Jr.	N
5. Dan Daniel	N
6. M. Caldwell Butler	N
7. J. Kenneth Robinson	N
8. Herbert E. Harris II	Y
9. William C. Wampler	N
10. Joseph L. Fisher	Y
WASHINGTON	
Sen. Warren G. Magnuson	Y
Sen. Henry M. Jackson	Y
1. Joel Pritchard	Y
2. Al Swift	Y
3. Don Bonker	Y
4. Mike McCormack	Y
5. Thomas S. Foley	Y
6. Norman D. Dicks	Y
7. Michael E. Lowry	Y
WEST VIRGINIA	
Sen. Jennings Randolph	NV
Sen. Robert C. Byrd	N
1. Robert H. Mollohan	Y
2. Harley O. Staggers	NV
3. John M. Slack	N
4. Nick Joe Rahall II	Y
WISCONSIN	
Sen. William Proxmire	N
Sen. Gaylord Nelson	Y
1. Les Aspin	Y
2. Robert W. Kastenmeier	Y
3. Alvin Baldus	Y
4. Clement J. Zablocki	Y
5. Henry S. Reuss	Y
6. Thomas Petri	Y
7. David R. Obey	N
8. Toby Roth	N
9. F. James Sensenbrenner, Jr.	N
WYOMING	
Sen. Malcolm Wallop	N
Sen. Alan K. Simpson	Y
A-L Richard Cheney	N

*The Speaker votes normally only in case of a tie.

NEA REPORTER

(ISSN 0027-6405)

The REPORTER is published eight times a year (September, October, November, December, January/February, March, April, May/June) by the National Education Association of the United States, 1201 16th St., N.W. Washington, DC 20036

REPORTER telephone: 202-833-5440

Member: Edpress

Readers' letters are encouraged; please address them to the editor.

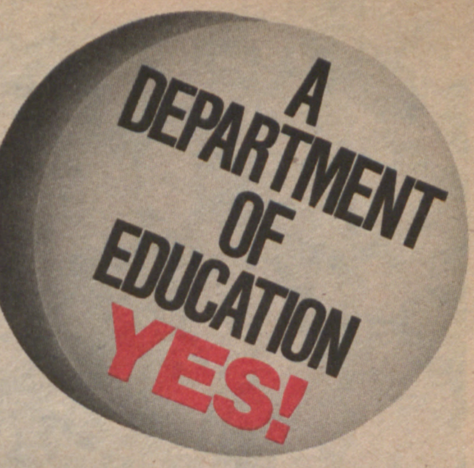
POSTMASTER: PLEASE SEND POD FORM 3579 (CHANGE OF ADDRESS) TO NATIONAL EDUCATION ASSOCIATION, 1201 16TH ST., N.W., WASHINGTON, DC 20036.

Willard H. McGuire
President
Terry E. Herndon
Executive Director
Susan Lowell
Publisher
Marshall O. Donley, Jr.
Editor
Sal Streett
Barbara Lawless
(on leave)
Ben Kittner
Assistant Editors

NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, DC, and at additional mailing offices.

Design by **William J. Kircher & Associates.** Photo credits: pages 1 and 3 **Joe Di Dio;** page 4 (top left) **Carolyn Salisbury,** (all others) **Joe Di Dio;** page 5 **Joe Di Dio;** page 6 **CBS-TV;** page 7 (top) **Karen Comiskey,** (left center) **Wendy Warner,** (right center) **MEA Teacher's Voice,** (bottom) **Eddy Gattis;** pages 8, 9, 10, 11, and 12 **Joe Di Dio;** page 13 **CBS-TV.**

Carter Signs Bill Creating Education Department



WASHINGTON, D.C.—President Jimmy Carter signed legislation last month creating a separate Cabinet-level Department of Education.

Winning the legislative battle for the new Department was a top White House and a top NEA priority, and Carter and NEA leaders labeled the success an important step for the nation.

Carter said the new Department "will profoundly transform the quality of education in America." NEA President Willard McGuire said "all Americans will benefit."

McGuire went on: "Better-managed federal education programs will be of immediate benefit to educators; taxpayers will gain from a fiscally responsible federal presence in education; and parents will experience fewer delays and derive more effective help from the federal government in coping with the problems afflicting some of our schools."

The legislation consolidates some 170 education programs formerly scattered across the federal landscape into a single, separate Department of Education. The bill passed the House of Representatives on September 27 by a narrow margin of 215 to 201. The Senate passed the measure handily, 69 to 22, on September 24.

Included in the new Department are programs from the Department of Health, Education, and Welfare, from the Departments of Defense, Justice, Labor, Housing and Urban Development, and Agriculture, and from the National Science Foundation. The combined existing budgets of these transferred programs gives the new Education Department a budget of about $14 billion, larger than five other departments—Commerce, Interior, Justice, Energy, and State.

The legislation also changes the name of HEW to the Department of Health and Human Services.

At the same time, the legislation provides for dramatic cuts in upper-level positions and places a strict lid on staff growth of the new Department. For example, four high-ranking education officials—HEW Secretary, Assistant Secretary for Education, Commissioner of Education, and Director of the National Institute of Education—are replaced with a Cabinet-rank Secretary of Education. It trims the 30 "principal" education officers presently authorized to just 13.

The legislation establishing the new Department cuts the number of principal offices handling education in half—from nearly 30 to under 15. The number of offices reviewing and clearing rules, regulations, budgets, and legislative proposals for education will be reduced from more than 25 to 10.

First Lady Rosalynn Carter shares a moment of victory with NEA leaders. NEA President Willard McGuire is at right, NEA Vice-President Bernard Freitag at left, and NEA Executive Director Terry Herndon next to Mrs. Carter.

The Washington Star
Carter Wins Education Dept.

You and NEA-

Partners in the Fight for Better Education

When Congress created the Department of Education, NEA President Willard McGuire called the vote "one of education's finest hours."

It was. The new Department will mean a lot to you, to the students you teach, to citizens.

It will bring the concerns of schools and school people right to the desk of the United States President.

It will cut duplication and red tape, bringing federal school programs closer to the states and communities that use them.

It will pull education out of the health and welfare bureaucracy, saving manpower, paperwork, and money.

It will create a Secretary of Education and make that person accountable for managing federal school programs.

It will, in the words of 1975-79 NEA President John Ryor, "do more for American schools than any development in the last 100 years."

* * *

In important ways, the victory was won by you.

Your dues, your support of the Association provided the fuel that powered the drive for the new Department.

Thousands of NEA people—your colleagues, your elected and staff leaders—served on Congressional contact teams, sent telegrams, wrote letters, made numerous visits to Senators and Representatives in Washington and in home districts.

So you—as NEA—won this fight.

You have a right to ask, "Why me? Why NEA? Why must I spend my money and time on problems like this?"

The answer is: because nobody else is going to do it.

Nobody but you—as NEA—is going to speak up for teachers in Washington, D.C.

Nobody but you—as NEA—is going to lobby for better public schools and for more help for students.

AFT is not going to do it. The federation, in fact, fought against creation of the Department of Education.

Business is not going to do it. In fact, Political Action Committees formed by corporations often aid the members of Congress who vote against education.

Citizens groups are not going to do it. In fact, citizens groups quickly become taxpayer groups and focus on cutting funds that support the public schools.

* * *

Winning the Department of Education was one step, one fight. More fights remain: for one-third federal funding of the public schools; for a federal collective bargaining law; for maintaining and expanding programs that help handicapped children, pay college costs for needy youth, fund schooling for the children of migrants, build programs of bilingual education, and more, and more.

These battles remain. They are your battles. Because nobody but you—as NEA—has the will and the power to fight them.

—The Editor

"We formed a superb partnership and the rapidity of our progress is indeed impressive," President Jimmy Carter told NEA leaders at a White House meeting the day following passage of legislation creating a separate Department of Education. "I think there will be a bold escalation in the future of what the federal government can do in a constructive way to enhance education," the President told NEA officers, Board members, state association presidents, and other NEA leaders.

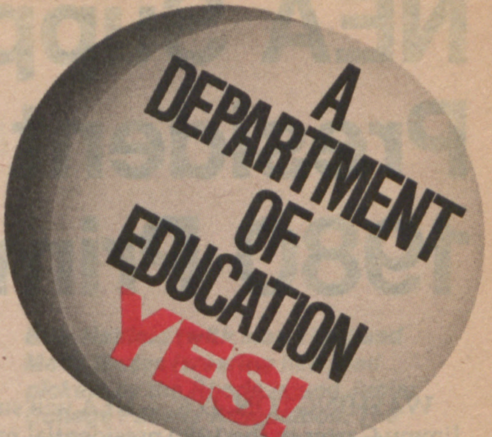
NEA leaders applaud as President and Mrs. Carter join them in a White House session. More than 250 NEA leaders were invited to the Presidential Mansion for the meeting.

President Carter shakes hands with NEA Executive Director Terry Herndon as Mrs. Carter smiles between them. NEA President Willard McGuire is at left. "I am very grateful to you for what you mean to our country," President Carter told the NEA leaders.

President Carter and NEA leaders applaud Vice-President Walter Mondale as he joins the White House meeting. Mondale worked hard for the Department of Education, persuading members of Congress to vote for it. Between the Vice-President and the President are (left to right) NEA Vice-President Bernard Freitag, NEA President Willard McGuire, and NEA Executive Director Terry Herndon.

After his remarks, Vice-President Mondale waded into the crowd of NEA leaders, stopping here to chat with Mary Christian, NEA Board member from Michigan. Between them is Board member Anthony Butler of Alabama.

NEA President Willard McGuire (left) and NEA Government Relations staffer James Green, jubilant over the House of Representatives final vote for the Department of Education, lead NEA and affiliate lobbyists down the steps of Congress.



Fairfax, Virginia, teacher leaders Eric Jon White (left) and Gerry Gripper (center) review the victorious House vote with NEA President Willard McGuire. White is executive director and Gripper president of the Fairfax Education Association.

Texas teacher leaders grin with joy as they meet with Jack Brooks (left), Lone Star State Congressman who chairs the House Government Operations Committee. It was Brooks who guided the Department of Education bill through the House. At right is Cecile Russell, Texas State Teachers Association president; at left center, TSTA Vice-President Dora Scott.

Department Vote a Lobbying Victory for Teachers

WASHINGTON, D.C.—Observers of the political process here said that final passage of the Department of Education in the House of Representatives resulted from one of the best and most thorough lobbying jobs ever seen in the halls of Congress.

Men and women representing teachers contacted nearly every member of Congress during the final days of the legislative battle as NEA, local and state associations, some 120 other associations and unions, and the White House combined forces to urge Representatives to vote for the new Department.

Congressional contact teams from nearly every NEA state affiliate came to Capitol Hill for the effort. Some Representatives found small groups of teacher-lobbyists in their office nearly every day, waiting to remind them to vote yes on the bill.

Typical was Rep. Michael D. Barnes (D-Md.), who had voted against the Department in July. Not long before the final vote, Barnes had breakfast with David Eberly, president of the Montgomery County Education Association. Then, Barnes had calls from Maryland State Teachers Association representatives and from such other supporters of the bill as the United Auto Workers, the United States Students' Association, and the American Association of University Professors.

A few days before the final vote on the Department, Barnes got another call—Vice-President Walter Mondale was on the line from an airport in Indianapolis. He called to urge Barnes to vote for the Department bill.

The parade of lobbyists paid off—Barnes voted yes when the Department conference bill came before the House on September 27.

One of Barnes' aides said, "it was as thorough a lobbying job as I've ever seen."

NEA Supports President Carter in 1980 Primaries

WASHINGTON, D.C.—NEA will support Jimmy Carter in the 1980 presidential primaries.

NEA President Willard McGuire announced the action, saying that the Association is "proud" to give its enthusiastic support to Carter.

"President Carter's performance on education and many other complex domestic and foreign issues is commendable," declared McGuire. "The President deserves the wholehearted support of teachers and other citizens," he added.

The action was approved by the NEA Board of Directors at its September 28-30 meeting upon recommendation of the NEA Political Action Committee. NEA-PAC includes representatives from each of the 50 states, the District of Columbia, and NEA governance and caucuses.

The Board's support of Carter means that the Association's political action resources, both money and volunteer assistance, can be utilized in both primary and caucus states where delegates are being selected. The Board's action, however, must be approved by the appropriate body in each state.

Further, NEA and its affiliates will assist teachers to run as delegates in support of Carter in the primary and caucus states. In 1976, some 265 NEA teachers served as delegates or alternates to the Democratic National Convention, the largest bloc from any single organization.

Formal endorsement of an incumbent president—in this case Carter—or a presidential candidate other than the incumbent president, requires approval by 58 percent of the Association's Representative Assembly, NEA's policy-making body.

McGuire described President Carter as a "compassionate man of great integrity," who has demonstrated courage in facing up to many complicated—and politically unpopular—problems, nationally and abroad.

McGuire cited President Carter's record as being impressive on several of NEA's major legislative priorities, which include both domestic and foreign affairs.

"We are particularly gratified by President Carter's leadership in pursuit of the Cabinet-level Department of Education," said McGuire. "The President displayed extraordinary vigor."

Education funding under the Carter administration, asserted McGuire, has been the greatest of any single administration in history.

"The administration has given education funding a significantly high priority in spite of an adverse economic climate," said the NEA president.

On the issue of tuition tax credits, the Carter Administration was "outstanding" in helping NEA and its allies block the legislation in Congress. The administration demonstrated its "commitment, energy, and creativity on this crucial issue," explained McGuire.

The Association gives the Carter Administration high marks in the handling of foreign affairs.

"Consonant with NEA's position on equity and peace in international relationships, we must note the extraordinary performance of the Administration in regard to the Panama Canal Treaty, detente in the Middle East, and SALT, all of which eluded earlier administrations," said McGuire. "We also note with pleasure increased sensitivity in foreign policy as it related to Southern Africa, as well as uprisings in Barbados, Nicaragua, and Iran."

The Carter Administration was also praised for its vigorous support of the Equal Rights Amendment and for its general support of NEA's legislative, litigative, and administrative work in the areas of desegregation and affirmative action.

"The President's personal commitment to human dignity, particularly in foreign relations, is well established," said McGuire.

How NEA Political Support Can Be Voted

Prior to 1978, NEA could endorse a Presidential candidate under a single option only (Option I below). In 1978, the NEA Representative Assembly voted to make the Presidential endorsement procedure more flexible and expanded the endorsement options to four. In addition, the Assembly provided an option for support in the primaries.

The complete options are as follows:

OPTION I

A vote by delegates to the NEA Representative Assembly will be the deciding factor in endorsement by NEA of a Presidential candidate. The vote will be conducted by mail ballot sent to duly elected delegates within two weeks following the last major political party nominating convention.

Within one week after identification of all major political party nominees, NEA-PAC shall approve an official ballot which shall then be mailed to all duly elected delegates within one week after approval. NEA-PAC may also recommend a choice to the delegates at least three days prior to mailing of the official ballots.

If the official ballot contains three options (e.g., two candidates and "no endorsement"), a simple majority shall be required for endorsement.

If the official ballot contains two options, an endorsement of this type would require 58 percent of those voting.

OPTION II

The NEA Representative Assembly delegates may vote during the Annual Meeting to endorse an incumbent U.S. President for reelection. The method of voting shall be by secret ballot.

An endorsement of this type would require 58 percent of those voting.

OPTION III

The NEA Representative Assembly delegates may vote by mail ballot before the Annual Meeting to endorse an incumbent U.S. President for reelection.

An endorsement of this type would require 58 percent of those voting.

OPTION IV

The NEA Representative Assembly delegates may vote by mail ballot to endorse a Presidential candidate before any major political party had conducted its national nominating conventions.

An endorsement of this type would require 58 percent of those voting.

OPTION FOR SUPPORT IN PRIMARIES

Upon the recommendation of NEA-PAC, the Board of Directors may authorize support of Presidential candidates prior to national party nominating conventions.

This support would require 58 percent majority of the NEA Board members voting. Concurrence of the appropriate body in an individual state must be obtained before this support is implemented in the state affected by the primary.

Any subsequent endorsement would require utilization of one or more of the options for endorsement.

NEA Recommends "All Quiet on the Western Front"

Ernest Borgnine (left) and Richard Thomas portray two soldiers in a new television adaptation of Erich Maria Remarque's classic World War I novel, "All Quiet on the Western Front." Ian Holm, Donald Pleasence, and Patricia Neal also star in this Hallmark Hall of Fame presentation. Recommended for viewing by NEA, "All Quiet on the Western Front" will be seen on CBS-TV from 8 to 11 p.m. (eastern time) Wednesday, November 14.

More than 150 strikes this fall

NEA Teacher Action Brings Contract Gains

Angered by low salaries, high class sizes, and growing classroom pressures, teachers and professors went on strike in more than 150 locations this fall. Over 130 of the strikes were called by NEA affiliates.

In most cases, the strikes ended with solid contract gains.

Indianapolis Record Strike

Indianapolis teachers returned to their classrooms October 3, ending the longest teacher strike in Indiana's seven years of collective bargaining.

The 3,400-member Indianapolis Education Association (IEA) voted to end the 22-day strike after the Indianapolis Public Schools agreed to submit unresolved issues to binding arbitration.

Some of the items already negotiated before the vote for arbitration include an increase in sick leave days, a raise in after-school pay, a hike in retirement benefits, a family dental plan, and guaranteed relief breaks.

Issues to be decided by the arbitrator include a 30-minute preparation time, no involuntary transfers, and establishment of a $50,000 fund to pay for vandalism to teachers' cars.

First Alabama Strike

In Walker County, Alabama, teachers successfully settled the first strike in their state.

"We got everything we wanted," said one jubilant association leader. The agreement reinstated 42 riffed professionals and four support staffers. The strike also influenced community and business leaders to offer financial help to the county's public school system.

Jersey Teachers Threatened

One hundred and four vocational educators in Sussex County, New Jersey, refused to work for 10 days, despite threats by a judge to fire them.

The main issue of the walkout was a board demand that association members agree to teach seven periods a day.

A settlement was reached before the judge's deadline for completed negotiations, averting the mass firings. The teachers and board agreed to six classes per day and a voluntary, double-pay seventh period. The board also agreed to offer money for continuing teacher education.

Professors Out Too

In Michigan, 150 professors at Washtenaw Community College struck for the first time, gaining a two-year contract with an eight percent increase this year, and a seven percent boost the next year.

As a result of bargaining and mediation, professors were able to continue their previous carrier for hospitalization insurance and have input into their school's calendar.

Delaware County Community College near Philadelphia started classes 26 days late this year after a strike by some 90 professors. On September 18 the faculty returned to work with a new three-year contract that provides an average 7½ percent increase this year, an 8 percent across-the-board hike next year, and a salary reopener during the third year.

And in Maine, over 1,000 professors of the seven campus University of Maine won their first contract without striking and will receive increases of 8½ percent across the board, plus an additional catch-up adjustment. The Associated Faculties of the University of Maine was elected the bargaining agent for those professors last May. The new contract runs through June 1981.

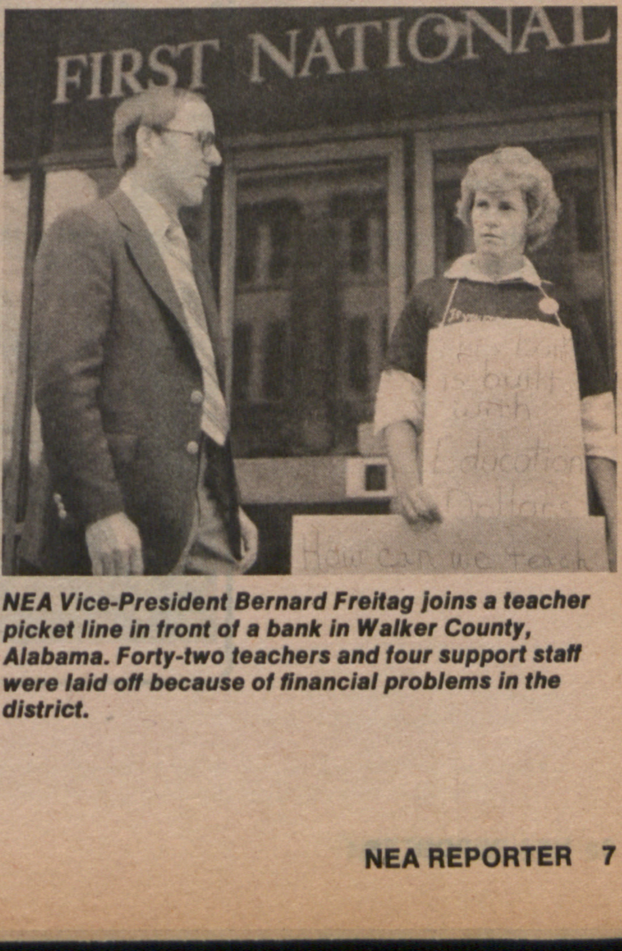
NO CONTRACT
NO WORK
STOP
RIJCFA
ON
STRIKE
nea
RIJC
nea
ON
STRIKE

Billy Hatfield (with stop sign) and Molly Moses (wearing hat) lead pickets by the Rhode Island Junior College Faculty Association. The professors won a two-year contract with a 7.9 percent pay increase the first year and an 8.8 percent raise the second year.

We're being
FLEECED!

Michigan teacher Bev Benne demonstrates her feelings during a strike in the White Pigeon school district.

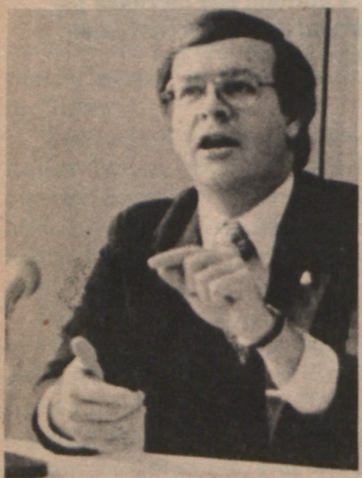
New Jersey teachers from the Sussex County Vocational Technical Teachers Association carry suitcases to court, expecting to be thrown in jail for striking. Instead, the judge threatened to fire all of them if they didn't settle their strike by October 3. The teachers reached agreement with the board at 6:30 that final morning, averting a test of the judge's threat. Neighboring Morris County teachers joined the courthouse march shown here.



NEA Vice-President Bernard Freitag joins a teacher picket line in front of a bank in Walker County, Alabama. Forty-two teachers and four support staff were laid off because of financial problems in the district.

To bring accountability to the testing industry

NEA Presses for Nationwide Truth in Testing



Calling for a national truth-in-testing law, NEA Executive Director Terry Herndon charges that the testing industry controls lives, careers, occupations, and aspirations of millions of Americans, yet is unregulated, unquestioned, unaccountable to the public, and in one instance even untaxed. He labeled the testing industry's practices that hide the affects of standardized testing "a cover-up that makes Watergate look like child's play."

WASHINGTON, D.C.—NEA's drive against abuse and misuse of standardized tests continued unabated this fall.

In September, NEA Executive Director Terry Herndon urged NEA state affiliates to promote statewide truth-in-testing laws "as a top legislative priority." New York and California passed such laws this year, Herndon reminded the affiliates, and in several other states similar legislation has been introduced.

Herndon called for a continued push in "our attempts to bring accountability to the testing industry."

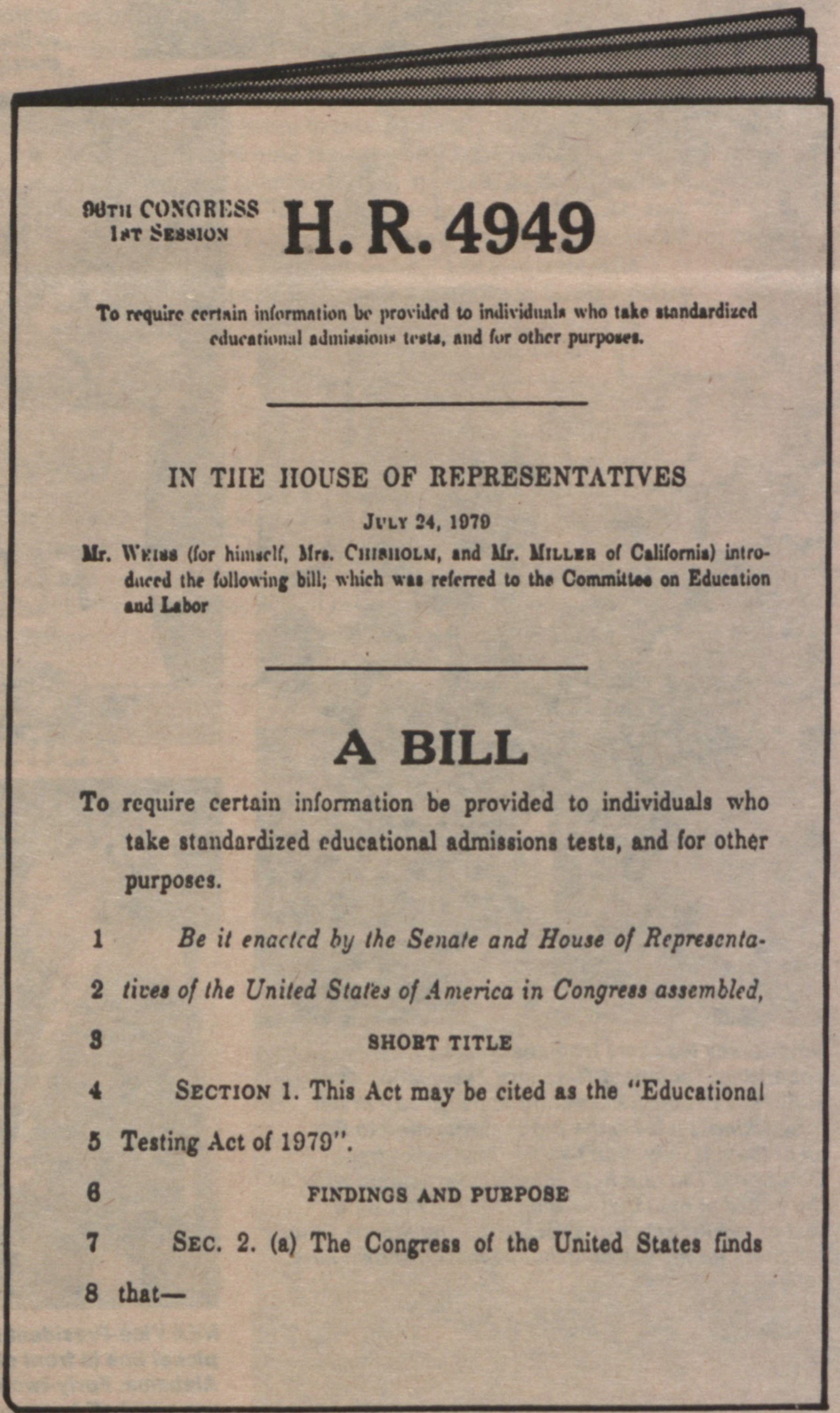
Meanwhile, NEA is strongly backing federal truth-in-testing legislation introduced in July by Rep. Theodore Weiss (D-N.Y.). That bill would require the release of research on the reliability and validity of standardized tests, and would allow the disclosure of the results of admissions and placement exams such as those prepared by the American College Testing Program and the Educational Testing Service.

Herndon testified in support of the bill before a House of Representatives hearing. He said that standardized tests have a legitimate use, but added that "they are widely abused."

Parts of the Weiss bill—HR 4949—appear on this and the next page.

At its fall meeting, the NEA Board of Directors approved three recommendations on testing. They are:

- That students who are planning to take the SAT and LSAT investigate coaching schools to determine if the course offering would meet their needs
- That the Educational Testing Service develop, in cooperation with colleges and universities that use ETS tests for admissions, a coaching course free for all interested students
- That an objective investigation of the "coachability" of the SAT and LSAT be financed by the federal government—the Office of Education and/or the National Institute of Education—and conducted by a coalition of education organizations and institutions.



96TH CONGRESS
1ST SESSION

H. R. 4949

To require certain information be provided to individuals who take standardized educational admissions tests, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

JULY 24, 1979

Mr. WEISS (for himself, Mrs. CHISHOLM, and Mr. MILLER of California) introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To require certain information be provided to individuals who take standardized educational admissions tests, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SHORT TITLE

SECTION 1. This Act may be cited as the "Educational Testing Act of 1979".

FINDINGS AND PURPOSE

SEC. 2. (a) The Congress of the United States finds that—

(1) education is fundamental to the development of individual citizens and the progress of the Nation as a whole;

(2) there is a continuous need to ensure equal access for all Americans to educational opportunities of a high quality;

(3) standardized tests are a major factor in the admission and placement of students in postsecondary education and also play an important role in individuals' professional lives;

(4) there is increasing concern among citizens, educators, and public officials regarding the appropriate uses of standardized tests in the admissions decision of postsecondary education institutions;

(5) the rights of individuals and the public interest can be assured without endangering the proprietary rights of the testing agencies; and

(6) standardized tests are developed and administered without regard to State boundaries and are utilized on a national basis.

(b) It is the purpose of this Act—

(1) to ensure that test subjects and persons who use test results are fully aware of the characteristics, uses, and limitations of standardized tests in postsecondary education admissions;

(2) to make available to the public appropriate information regarding the procedures, development, and administration of standardized tests;

(3) to protect the public interest by promoting more knowledge about appropriate use of standardized test results and by promoting greater accuracy, validity, and reliability in the development, administration, and interpretation of standardized tests; and

(4) to encourage use of multiple criteria in the grant or denial of any significant educational benefit.

INFORMATION TO TEST SUBJECTS AND POSTSECONDARY EDUCATIONAL INSTITUTIONS

SEC. 3. (a) Each test agency shall provide to any test subject in clear and easily understandable language, along with the registration form for a test, the following information:

(1) The purposes for which the test is constructed and is intended to be used.

(2) The subject matters included on such test and the knowledge and skills which the test purports to measure.

(3) Statements designed to provide information for interpreting the test results, including explanations of the test, and the correlation between test scores and future success in schools and, in the case of tests used for postbaccalaureate admissions, the standard error of measurement and the correlation between test scores and success in the career for which admission is sought.

(4) Statements concerning the effects on and uses of test scores, including—

(A) if the test score is used by itself or with other information to predict future grade point average, the extent, expressed as a percentage, to which the use of this test score improves the accuracy of predicting future grade point average, over and above all other information used; and

(B) a comparison of the average score and percentiles of test subjects by major income groups; and

(C) the extent to which test preparation courses improve test subjects' scores on average, expressed as a percentage.

(5) A description of the form in which test scores will be reported, whether the raw test scores will be altered in any way before being reported to the test subject, and the manner, if any, the test agency will use the test score (in raw or transformed form) by itself or together with any other information about the test subject to predict in any way the subject's future academic performance for any postsecondary educational institution.

(6) A complete description of any promises or covenants that the test agency makes to the test subject with regard to accuracy of scoring, timely forwarding or score reporting, and privacy of information (including test scores and other information), relating to the test subjects.

(7) The property interests of the test subject in the test results, if any, the duration for which such results will be retained by the test agency, and policies regarding storage, disposal, and future use of test scores.

(8) The time period within which the test subject's test score will be completed and mailed to the test subject and the time period within which such scores will be mailed to test score recipients designated by the test subject.

(9) A description of special services to accommodate handicapped test subjects.

PROMOTING A BETTER UNDERSTANDING OF TESTS

SEC. 5. (a) In order to promote a better understanding of standardized tests and stimulate independent research on such tests, each test agency—

(1) shall, within thiry days after the results of any standardized test are released, file or cause to be filed in the office of the Commissioner—

(A) a copy of all test questions used in calculating the test subject's raw score;

(B) the corresponding acceptable answers to those questions; and

(C) all rules for transferring raw scores into those scores reported to the test subject and postsecondary educational institutions together with an explanation of such rules. . . .

PRIVACY OF TEST SCORES

SEC. 6. The score of any test subject, or any altered or transferred version of the score identifiable with any test subject, shall not be released or disclosed by the test agency to any person, organization, association, corporation, postsecondary educational institution, or governmental agency or subdivision unless specifically authorized by the test subject as a score recipient. A test agency may, however, release all previous scores received by a test subject to any currently designated test score recipient. This section shall not be construed to prohibit release of scores and other information in a form which does not identify the test subject for purposes of research leading to studies and reports primarily concerning the tests themselves.

TESTING COSTS AND FEES TO STUDENTS

SEC. 7. In order to ensure that tests are being offered at a reasonable cost to test subjects, each test agency shall report the following information to the Commissioner:

(1) Before March 31, 1981, or within ninety days after it first becomes a test agency, whichever is later, the test agency shall report the closing date of its testing year. Each test agency shall report any change in the closing date of its testing year within ninety days after the change is made.

(2) For each test program, within one hundred and twenty days after the close of the testing year the test agency shall report—

(A) the total number of times the test was taken during the testing year;

(B) the number of test subjects who have taken the test once, who have taken it twice, and who have taken it more than twice during the testing year;

(C) the number of refunds given to individuals who have registered for, but did not take, the test;

(D) the number of test subjects for whom the test fee was waived or reduced;

(E) the total amount of fees received from the test subjects by the test agency for each test program for that test year;

(F) the total amount of revenue received from each test program; and

(G) the expenses to the test agency of the tests. . . .

(3) If a separate fee is charged test subjects for admissions data assembly services or score reporting services, within one hundred and twenty days after the close of the testing year, the test agency shall report—

(A) the number of individuals registering for each admissions data assembly service during the testing year;

(B) the number of individuals registering for each score reporting service during the testing year;

(C) the total amount of revenue received from the individuals by the test agency for each admissions data assembly service or score reporting service during the testing year; and

(D) the expenses to the test agency. . . .

Major NEA-Backed Legislation Moving in Congress

WASHINGTON, D.C.—The pace of legislative activity in the 96th Congress is quickening as the first session nears its end. The House and Senate have nearly completed action on final budget targets for fiscal 1980 (which began October 1) and appropriation of approximately $12 billion for education.

Two major disagreements were holding up final action on the budget and appropriations at press time: differences over total budget ceilings and the perennial House-Senate wrangling over anti-abortion language in the Labor-HEW money bill.

Teacher Centers

The House and Senate are drafting measures to reauthorize the major higher education programs, which expire next year. NEA is seeking to retain teacher control over Teacher Centers and language in the law to authorize funding and operation of more centers throughout the nation.

NEA testified in October before the House Select Education Subcommittee on the Handicapped, urging broader federal-financial support for the Education for All Handicapped Children Act, clearer guidelines for state and local education agencies, better guarantees of teacher involvement in planning, and improved teacher training programs.

The House and Senate have approved a conference report on a fiscal 1980 Treasury Department appropriation bill that includes a one-year ban on IRS guidelines for revoking the tax-exempt status of racially discriminatory private schools. The measure does not prevent implementation of existing rules, but prohibits publication of new regulations for a year.

Truth in Testing

The House Elementary, Secondary, and Vocational Education Subcommittee has held hearings on bills to open standardized college admissions tests to public scrutiny. NEA supports a bill introduced by Reps. Ted Weiss (D-NY), Shirley Chisholm (D-NY), and George Miller (D-CA), which is similar to a law recently enacted in New York State (see story at left).

School Hazards

A bill to authorize federal grants and loans to schools for detecting and correcting asbestos hazards (such as ceiling covering material) has been reported in the House and is pending in the Senate Labor and Human Resources Committee.

Social Security

The House Subcommittee on Social Security has approved a bill to "grandfather" in all teachers whose retirement benefits were reduced or could be reduced because of a flaw in the earnings-test language in the 1977 Social Security Amendments. Protection of teachers was included in an amendment by Rep. Willis Gradison (R-Ohio).

The subcommittee is also expected to hold hearings this fall on language to repeal the government pension offset, which would reduce spouses and surviving spouses Social Security benefits for teachers who are receiving state or local government pensions based on their own earnings. More than 75 Representatives have cosponsored bills to repeal the offset.

Health Insurance

Hearings have begun on several national health insurance proposals, including comprehensive measures introduced by Sen. Edward M. Kennedy (D-Mass.) and by the Carter Administration. The major difference between the Kennedy and Carter bills is that the Kennedy bill would enact a comprehensive structure with a built-in phasing timetable, while the Carter plan would enact each phase separately.

NEA favors the Kennedy approach because it would guarantee the start of all mechanisms to set a full, universal program in operation by 1983. The Carter proposal would begin with "catastrophic illness" protection and benefits for mothers and children and the poor.

NEA President Willard H. McGuire and Rep. Augustus Hawkins (D-Calif.) confer during the 9th annual Congressional Black Caucus dinner this fall in the nation's capital. The Congressional Black Caucus is composed of 17 black Americans who serve in the House of Representatives. NEA is a vigorous supporter of the Black Caucus and works closely with its members on education and other legislation affecting human and social services.

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women

McGuire Appoints Minority Affairs Committee Members

Committee Cochairpersons

Lillie Carswell

Laverne Moore

Lillie C. L. Carswell, assistant director, Title I programs, Houston, Texas, and Laverne L. Moore, a classroom teacher from Honolulu, Hawaii, have been appointed the 1979-80 cochairpersons of NEA's Committee on Minority Affairs by NEA President Willard McGuire.

The committee, established in 1975, is composed of four representatives of each of the following ethnic minority groups: American Indian/Alaska Native, Asian and Pacific Islander, Black, and Chicano Hispano.

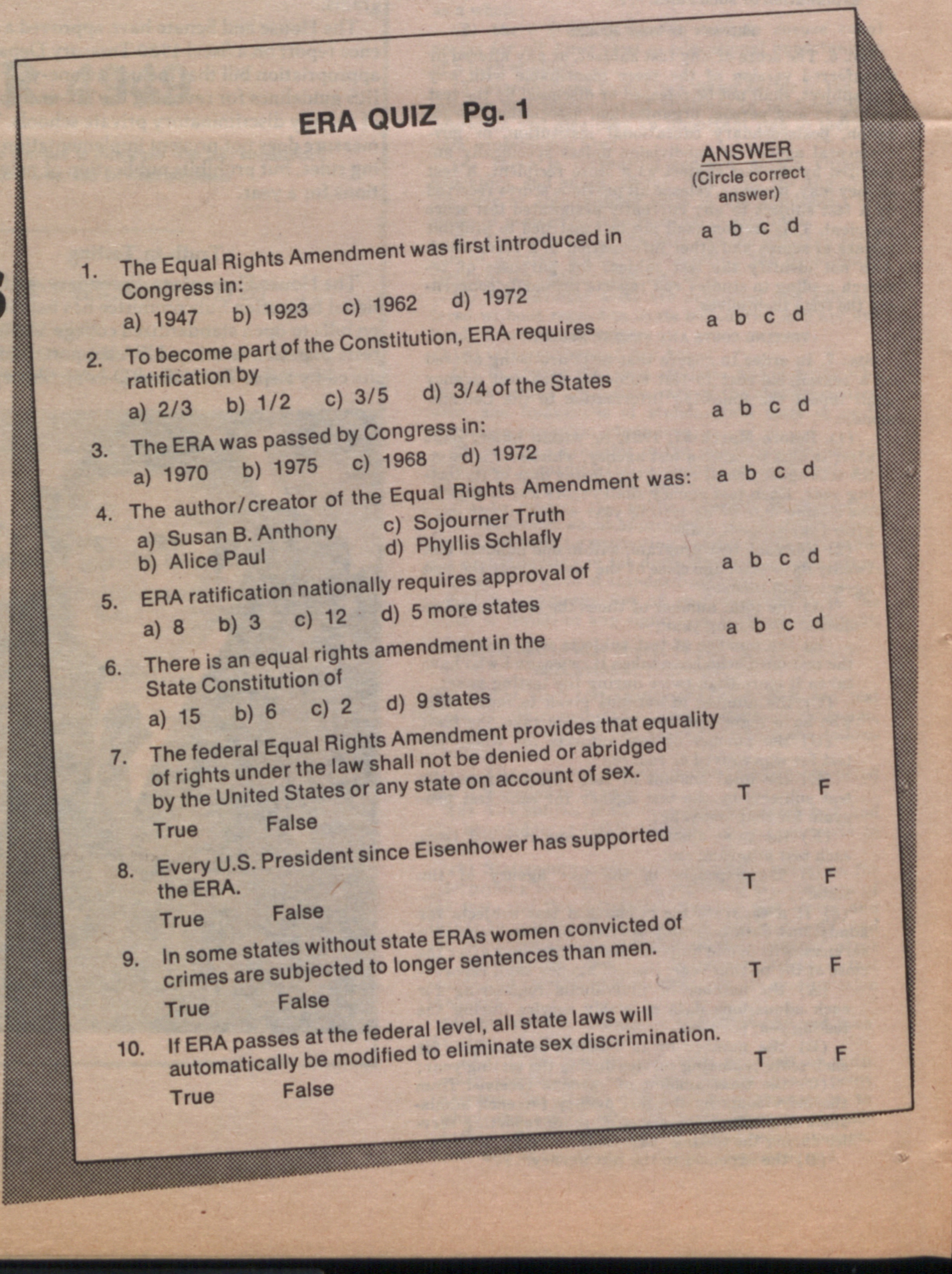
Other new appointments to the committee are: Jose M. Biages, Urban Extension San Antonio GEEI, Anasco, Puerto Rico 00610; Eleanor Coleman, 6408 Shirley Drive, Little Rock, Arkansas 72204; Barbara Tomita-Hansen, 2878 East 7800 South, Salt Lake City, Utah 84121; Gary H. Higashi, 4209 48th Ave., Seattle, Washington 98118; and Juan Manuel Reyes, 12 Yew Drive, Newark, Delaware 19702.

Continuing members of the committee are: Shirley Fleetwood Coffey, 1321 W. 38th St., Norfolk, Virginia 23508; Joseph Correa, 1413 Querida Drive, Colorado Springs, Colorado 80909; Carl Downing, 6742 N. Meridian, Oklahoma City, Oklahoma 73116; Richard D. Lindsey, 761 South Valley Ave., Vineland, New Jersey 08360; Billie Nave Masters, 13561 Farmington Road, Tustin, California 90065; Consuelo Nieto, 1848 Burnell Drive, Los Angeles, California 90065; Sparlin Norwood, 605 E. Boone, Tahlequah, Oklahoma 74464; Phillip O'Jibway, 4346 Cade Road, #4, Capac, Michigan 48014; and August Olim, 9432 Flicker Ave., Fountain Valley, California 92708.

How Well Do You Understand the Equal Rights Amendment?

NEA teachers have long supported the Equal Rights Amendment. They directed their lobbyists to work for Congressional passage of ERA, and at the NEA convention last summer, voted to develop a three-year action plan for ratification of the amendment.

This quiz, created and copyrighted by Judith Lonnquist, general counsel for the Washington Education Association, will test your knowledge of this NEA-backed proposal.



ERA QUIZ Pg. 1

ANSWER
(Circle correct answer)

1. The Equal Rights Amendment was first introduced in Congress in: — a b c d
   a) 1947 b) 1923 c) 1962 d) 1972
2. To become part of the Constitution, ERA requires ratification by — a b c d
   a) 2/3 b) 1/2 c) 3/5 d) 3/4 of the States
3. The ERA was passed by Congress in: — a b c d
   a) 1970 b) 1975 c) 1968 d) 1972
4. The author/creator of the Equal Rights Amendment was: — a b c d
   a) Susan B. Anthony c) Sojourner Truth
   b) Alice Paul d) Phyllis Schlafly
5. ERA ratification nationally requires approval of — a b c d
   a) 8 b) 3 c) 12 d) 5 more states
6. There is an equal rights amendment in the State Constitution of — a b c d
   a) 15 b) 6 c) 2 d) 9 states
7. The federal Equal Rights Amendment provides that equality of rights under the law shall not be denied or abridged by the United States or any state on account of sex. — T F
   True False
8. Every U.S. President since Eisenhower has supported the ERA. — T F
   True False
9. In some states without state ERAs women convicted of crimes are subjected to longer sentences than men. — T F
   True False
10. If ERA passes at the federal level, all state laws will automatically be modified to eliminate sex discrimination. — T F
    True False

Urquides Honored During Hispanic Heritage Week

NEA President Willard McGuire congratulates Maria Urquides on her years of service as an activist educator and pioneer in the bilingual education movement. A reception honoring Urquides, held at NEA Center, was part of ceremonies during National Hispanic Heritage Week 1979. Urquides received an NEA Human Relations award in 1970 for her work, and she was the first American woman of Hispanic background to have an Arizona school named in her honor.

ERA QUIZ Pg. 2

ANSWER
(Circle correct answer)

11. In a non-ERA state, the husband can dispose of community property without his wife's permission. T F
True False

12. Under Washington State's ERA, women are given preferential treatment in divorce and custody proceedings. T F
True False

13. National opinion polls show that a majority of United States citizens supports the ERA. T F
True False

14. The ERA will not interfere with ongoing marriage relationships. T F
True False

15. ERA would require all women to serve in the military. T F
True False

16. ERA would legalize homosexual marriages. T F
True False

17. ERA would force homemakers into the paid labor force. T F
True False

18. ERA would force states to end sex discrimination in credit, pay and fringe benefits. T F
True False

19. The ERA would eliminate protective laws for workers (e.g., lunch breaks, rest periods, weight-lifting restrictions). T F
True False

20. The ERA would equalize insurance benefits. T F
True False

KEY TO ERA QUIZ

1. The correct answer is b) 1923. In that year the National Women's Party was responsible for the introduction of the first version of ERA which read: "Men and women shall have equal rights throughout the United States and every place subject to its jurisdiction." In 1943, ERA was modified to its present version.

2. Answer: d) ¾; Article V of the U.S. Constitution requires that ¾ of the states ratify any amendment to the Constitution.

3. Answer: d) 1972; ERA passed the House of Representatives on October 12, 1971 by a vote of 354 to 23 and the Senate on March 22, 1972 by a vote of 84 to 8.

4. Answer: b); Alice Paul was the author/creator of ERA and leader of the National Women's Party which for many years was virtually the only national organization working for its passage in Congress. Alice Paul hoped to see ERA a part of the Constitution in her lifetime but died without realizing her dream in July, 1977.

Susan B. Anthony was a foremother of women's rights, leading the suffrage movement of the 19th and 20th Centuries. To publicize the inequity of disenfranchisement of women, Anthony violated the law prohibiting women from voting and cast a vote in a regular election. She rejected the sentence of the Court saying she would not recognize laws made by men, enforced by men and interpreted by men.

Sojourner Truth was a colleague of Anthony's, although the two came from very different origins. Anthony came from a white upper-income family, while Sojourner Truth was a black woman who had been born a slave. When confronted in a suffrage debate with the claim that women should be protected by men from the pressures of society and did not need the vote, Sojourner announced that she had ploughed, picked cotton and lifted heavy objects as a slave, and asked "Ain't I a woman?"

Phyllis Schlafly is a leading opponent of the ERA.

5. Answer: b) 3 more states. Thirty-eight states are needed. In 1972, 22 states ratified ERA; in 1973, 8 states ratified; in 1974, 3 states ratified and in 1975 and 1976, 2 more states ratified—a total of 35. The states which have not ratified are: Alabama, Arizona, Arkansas, Florida, Georgia, Illinois, Louisiana, Missouri, Mississippi, Nevada, North Carolina, Oklahoma, South Carolina, Utah, and Virginia.

6. Answer: a) 15 states have state ERAs: Alaska (1972), Colorado (1972), Connecticut (1974), Hawaii (1972), Illinois (1971), Maryland (1972), Montana (1973), New Hampshire (1975), New Mexico (1973), Pennsylvania (1971), Texas (1972), Virginia (1971), Washington (1972), Utah (1896) and Wyoming (1890).

7. True. This is the exact language of Section 1 of ERA. Section 2 gives Congress the right to enforce ERA and Section 3 makes ERA effective two years after ratification.

8. True. In addition, both the Democratic and Republican National Committees, the AFL-CIO, the American Bar Association, the NAACP, and numerous prominent national organizations have endorsed ERA. Organizations opposing ERA include the John Birch Society, the Ku Klux Klan, the Communist Party, Knights of Columbus, Veterans of Foreign Wars and Young Americans for Freedom.

9. True. For example, in New Jersey and Maine, the courts have refused to find unconstitutional laws providing disparate sentencing for men and women convicted of the same offense.

10. False; revision is not automatic. State legislatures would have to review and modify state laws to bring them into compliance. This is the prime reason why ERA provides for a two-year period after ratification before ERA becomes effective.

11. True; in Louisiana, although each spouse has a one-half ownership interest in the earnings and property of the other, the husband has the exclusive right to manage the community property.

12. False; neither spouse is entitled to preferential treatment and custodial decisions are to be made on the basis of the best interests of the children without regard to the gender of the custodial parent.

13. True; polls conducted by *Redbook* and Virginia Slims show that from 68 to 76% of the American public supports ERA.

14. True; the Constitution becomes operative only when there is some sort of government action. In marital situations, government only acts when the parties invoke judicial action, e.g. separation, dissolution, etc.; in other words, when the marriage is faltering. And even then ERA requires only that courts refrain from basing decisions on the gender of the parties, rather than on relevant factors such as ability to pay, parental fitness, custodial responsibilities, etc.

15. False; there is currently no compulsory draft for anyone. Even when there was a draft, Congress had the authority to draft women without ERA. ERA, however, would require that women and men, whether volunteers or draftees, be subject to sex-neutral standards. Thus, women, like men, would serve in the military only as they are able, sharing equally in exemptions or non-combat placements (only one out of ten service jobs is combat-related) based on individual factors such as conscientious objection, parenthood, family responsibilities and physical and mental capacities. In addition, women would share equally in military benefits such as in-service training, GI loans and mortgages and veteran's preference.

16. False. ERA refers to gender discrimination, not sexual orientation. Congressional debate on ERA made clear that the amendment would not invalidate a state law prohibiting marriage between two people of the same sex as long as the law applied equally to women and men.

17. False; no law exists or would exist under ERA to force anyone to work. Women work for the same reasons men work, not because any law forces them to do so, but rather because of individual or family economic needs or career and financial goals. It is a misconception that ERA would end men's support of their families. Such support is a voluntary rather than legally compulsory undertaking. Courts do not now enforce support laws on behalf of a wife during an on-going marriage. As former Washington Governor Evans said of the effect of the state ERA: "I am aware of no classification of 'privileges' which a woman has lost because of adoption of ERA. . . . A woman has not lost her right to be supported by her husband; rather she never had such a right. Support within a marriage has been a matter of custom and has never been guaranteed by law."

18. True; legislatures would have to amend existing laws to end sex discrimination in those areas.

19. False; most of these laws have already been eliminated as conflicting with employment discrimination laws. Congressional debates on ERA make clear that ERA would require that those remaining laws truly protective, beneficial to one sex, would have to be extended to the other sex as well.

20. True; either directly where those benefits are provided by government itself or indirectly through state regulation of insurance.

NEA's National Foundation Launches Intercultural Program

Rosalynn Carter greets five children from Mexico whose paintings appear in a new book, ***Mexico As Seen by Her Children.*** *The children visited the White House to present the First Lady with copies of the book, which will be published in the United States by NEA's National Foundation for the Improvement of Education.*

WASHINGTON, D.C.—NEA's National Foundation for the Improvement of Education has inaugurated its Intercultural Programs in the Schools with a series of projects and activities related to a book of children's art and writing.

The book, *Mexico As Seen by Her Children,* will be published by the NEA foundation both in Spanish and English, under agreement with the Fideicomiso of Mexico and under the high patronage of Sra. Lopez-Portillo, wife of the president of Mexico. The foundation will promote and distribute the book through NEA and make it available to all United States teachers and schools.

The foundation is also developing, under a contract with the U.S. Office of Education's Office of Bilingual Education, an instructional kit to help teachers and students use the book. The kit will include posters, a music cassette, and a curriculum guide covering Spanish language arts, English language arts, music, art, and social studies.

The foundation is working with the Smithsonian Traveling Exhibits to develop a museum tour of the book's original art. And the foundation plans to create photographic reproductions of the art for a museum-in-the-schools project.

Campers Organize for Convention-Going

Campers at the NEA Annual Meeting in Detroit have met to form an NEA Campers Caucus and to assist the Association in provided convention assistance on camping and transportation. George Brown of Delaware and Dave Gandak of Pennsylvania were elected cochairpersons; a steering committee has been named; and a state-contact system is being developed to reach camper and potential camper delegates.

Interested members may join the caucus (dues $1) or get further information from the caucus secretary-treasurer, Margie Bicking (2407 Hammond Place, Wilmington, DE 19808).

Official information about camping facilities at the 1980 Los Angeles convention will appear in a later issue of the *Reporter.*

1980 "Census Awareness" Materials Going to the Schools

WASHINGTON, D.C.—The Bureau of the Census is sending packages of curriculum materials to U.S. elementary and secondary schools this fall in an effort to help increase public awareness of the 1980 census.

Census Day is April 1, 1980.

NEA is urging members to cooperate in use of the Census Bureau materials.

The heart of each package is a teacher's workbook and a set of special printing masters from which student lesson sheets can be reproduced. One lesson in each package is a "take-home" project that enables the students to share their knowledge of the census with parents and guardians.

Statement of Ownership, Management, and Circulation

(Required by 39 U.S.C. 3685)

1. Title of publication: **NEA REPORTER**
   A. Publication no.: **375640.**
2. Date of filing: **October 1, 1979.**
3. Frequency of issue: Published 8 times a year (Sept., Oct., Nov., Dec., Jan./Feb., March, April, May/June).
   A. No. of issues published annually: 8.
   B. Annual subscription: Twenty cents (included in membership dues and available only as a part of membership).
4. Location of known office of publication: 1201 16th St., N.W., Washington, D.C. 20036.
5. Location of the headquarters or general business offices of the publishers: Same address as above.
6. Name and complete address of publisher and editor.
   Publisher—Susan Lowell (same address as above).
   Editor—Marshall O. Donley, Jr. (same address as above).
7. OWNER **(If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 percent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual must be given):** National Education Association (Chartered by special act of Congress—no stockholders); same address as above.
8. Known bondholders, mortgagees, and other security holders owning or holding 1 percent or more of total amount of bonds, mortgages, or other securities: None.
9. For completion by nonprofit organizations authorized to mail at special rates (Section 132.122, PSM): The purpose and function, and nonprofit status of this organization and the exempt status for federal income tax purposes have **not** changed during preceding 12 months.
10. Extent and nature of circulation:

	Average No. Copies Each Issue During Preceding 12 Months	Actual No. Copies of Single Issue Published Nearest to Filing Date
A. Total No. Copies Printed **(Net Press Run)**	1,798,887	1,767,331
B. Paid Circulation		
1. Sales through Dealers and Carriers, Street Venders and Counter Sales		
2. Mail Subscriptions	1,771,704	1,740,620
C. Total Paid Circulation **(Sum of 10B1 and 10B2)**	1,771,704	1,740,620
D. Free Distribution by Mail, Carrier or Other Means. Samples, complimentary, and other free copies	26,541	26,405
E. Total Distribution **(Sum of C and D)**	1,798,245	1,767,025
F. Copies Not Distributed		
1. Office Use, Left-Over, Unaccounted, Spoiled after printing	642	306
2. Returns from New Agents		
G. Total **(Sum of E & F1 and 2—Should equal net press run shown in A)**	1,798,887	1,767,331

11. I certify that the statements made by me above are correct and complete
    Marshall O. Donley, Jr., Editor
12. For completion by publishers mailing at the regular rates (Section 132.121, Postal Service Manual): Not applicable.

39 U.S.C. 3626 provides in pertinent part: "No person who would have been entitled to mail matter under former section 4539 of this title shall mail such matter at the rates provided under this subsection unless he files annually with the Postal Service a written request for permission to mail matter at such rates." In accordance with the provisions of this statute, I hereby request permission to mail the publication named in Item 1 at the phased postage rates presently authorized by 39 U.S.C. 3626: Marshall O. Donley, Jr., Editor.

Teachers Fed Up with Federation Switch to NEA

Fed up with AFT's lack of service, teachers in three New England locals switched their affiliation to NEA this fall.

Springfield, Massachusetts, teachers voted 829 to 577 to oust the local AFT chapter and to restore representation to the Springfield Education Association. The federation first won the right to represent the teachers back in 1970.

SEA President Janice Kisilus hailed the election as a mandate that serves notice to the school board that "we are ready to bargain now and will not be the patsy they dealt with in the past 10 years." She added: "We have much catching up to do. Our defeated rivals permitted salaries to fall much behind. They have also failed to match the many contractual improvements gained by MTA/NEA teachers in other school systems in western Massachusetts."

Procter, Vermont, teachers voted to switch after "seeing firsthand the services VEA/NEA members received during a strike by a neighboring VEA/NEA local this fall," said UniServ Director Steve Adams.

Thirty out of 33 teachers signed a petition asking recognition of the switch in affiliation and presented it to the school board September 12. The board approved recognition of the new VEA/NEA local and waived its right to demand an election.

"Teachers here are impressed with VEA's political action in the Vermont legislature in behalf of educational measures," said new Procter Teachers Association President Pauline Dalto. "We're also impressed with the fact that VEA offers legal counsel and experienced negotiators."

AFT is nearing extinction in Vermont with around 500 members to VEA's 5,500; with 13 local affiliates to VEA's 132; and with one staff person to VEA's 12.

Meanwhile, in Alton, New Hampshire, a federation local failed to place its name on the ballot and the federation leadership sent its charter back the day before the election. The September 18 vote by the 25-teacher association was 21 for NHEA-NEA, one for no representation, and three non-voting.

Teachers Sell Cookbooks To Pay Fines

NORWOOD, MASSACHUSETTS—Teachers in New England are working hard this fall to raise money to pay fines that originally totaled more than $1 million.

The heavy fines were imposed on two local education associations following lengthy teacher strikes in Bridgeport, Connecticut, and Fall River, Massachusetts.

Teachers in Bridgeport faced fines totalling nearly $1 million, but following recent negotiations between the association and the board of education, under the auspices of a court-appointed judge, the fines were reduced to $196,000.

"The reduction of the amount of money the BEA must pay has lifted an enormous burden off of us and we are extremely pleased with the way the problem was resolved," said association president Arthur Pechillo, who led the BEA on a 13-day strike one year ago. "But," he added, "while the amount is substantially less than what was originally imposed, it is still a large debt for teachers to pay. We still need the support of our colleagues in New England and throughout the nation.

The Fall River Education Association last spring was ordered to pay $260,000 in fines for ignoring a back-to-work order during a 1977 strike.

Money is being raised through the sale of cookbooks by the New England Teachers' Trust Fund, which is administered by two teacher volunteers: Jack Cook of Massachusetts and Philip Garovoy, immediate past president of the Connecticut Education Association.

"These moneys must be raised," they said. "The fund-raising efforts have been strenuous and will continue until no deficit remains. Only through the united, coordinated, and empathetic efforts of every state and local association will we be able to pay these exorbitant fines."

The cookbook—"What's Cooking in New England"—contains 95 pages of recipes gathered by teachers from their family kitchens. The recipes range from Cape Cod stuffed quahogs and Yankee Noodle Dandy to Maine stuffed lobster.

- -

You Can Help—Find Out Today What's Cooking in New England
Buy a cookbook for yourself and more for gifts.

Make check or money order payable to "N.E.T.T.F."
Mail to New England Teachers' Trust Fund, Box 112, Norwood, Mass. 02062

Please send me ________ **cookbook(s).** Donation for each—$5.95

(Shipping and handling included).

Total Amount $____________

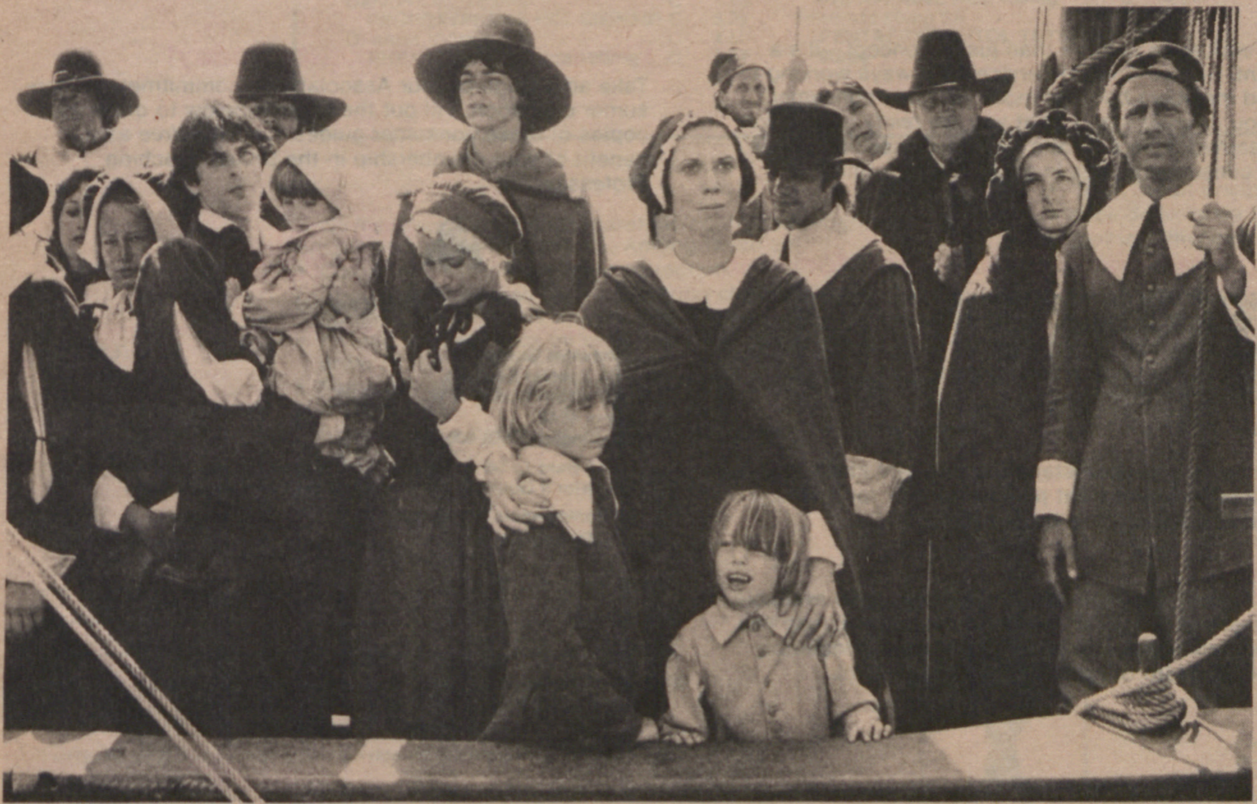
Name____

Address____

City/State____________________________ Zip____________

Name of Organization________________________________

"The Voyage of the Mayflower" Set for TV



NEA is recommending a Thanksgiving CBS-TV special, "The Voyage of the Mayflower." A dramatization of the harrowing journey to the New World by the Pilgrims, the show includes a large cast led by Anthony Hopkins and Richard Crenna. It has been selected as one of the presentations in the 1979-80 first semester of the CBS Television Reading Program. Check local listing for exact day and time of this presentation.

National Industrial Arts Week Observed

The NEA Board of Directors has voted to support the American Industrial Arts Association in promoting the first National Industrial Arts Week.

National Industrial Arts Week will be held November 12-16.

SUPPORT **AMERICAN EDUCATION WEEK**
November 11-17, 1979

LETTERS

A member's forum—especially, a place for dissenting members to share their concerns.

The Toll of Stress

Your recent edition of the *NEA Reporter* emphasizing the toll of stress on teachers really struck home with me. The counseling profession within the teacher ranks has a tough task often not fully appreciated nor supported by teachers. Secondary counselors are often seen as uncaring about teachers' class sizes when changing schedules or not "fixing" the ills of a student sent by a teacher. Parents join the cries of "not enough being done," and when reviewing the per counselor numbers of students, one readily sees that time is an enemy further watered down by numbers increasing. Although school enrollments are decreasing, counselor ratios do not seem to be easing. Maybe that is another sign of lack of support from school board members and budget reviewers who do not realize how very important counselors are to the total education of the student.

After being on the educational scene for 31 years on one side of the desk or the other, this fall not returning to school has been strange, but necessary. As the weeks go by and I continue to look for employment in the business world where I can use my skills, I reflect on what *was* (and could be again) a professional experience wiped out by stress. Thanks for bringing it up so graphically. I hope that teachers will take another look at what dedicated counselors are doing and lend support. It would be mutual, no doubt.

Mary Nieter
Lanham, Maryland

Members' letters are welcome. Please address them to Editor, *NEA Reporter*, 1201 Sixteenth St., N.W., Washington, DC 20036.

Congratulations, that was the best issue ever. You are finally zeroing into the problem.

What's so important about having 5 classes? Why can't teachers teach 4 containing 25 students? This would increase teacher productivity and make room for more teachers.

Jeanne Mar Silk
Montclair, New Jersey

Energy, Oil, and Protest

In response to the current energy crunch, the National Education Association is demanding that Congress reimpose price controls on crude oil and heating oil, set refinery priorities, and create a taxpayer-owned Public Energy Corporation.

As a disillusioned member of the NEA, I hereby wish to disassociate myself from such statist tenets as that organization has come to embrace.

Tom Schickel
Jeffersonville, Indiana

I definitely am *NOT* in favor of the NEA joining this campaign.

Maybe if the staff would do a little more reading they would find that there are not windfall profits. According to reports the Government not the oil companies created the shortage.

Let the NEA tend to *its own business.*

Loraine Cardinal
Austin, Texas

The NEA passed a resolution at the 1979 Representative Assembly, which deals with the energy crisis and should be of interest to all educators. Resolution A 79-8 reads:

> The National Education Association believes that a national policy must be established that would reflect the efficient use of energy from all sources, urge research to develop new sources of energy, stress rapid development of renewable sources, and promote conservation.
>
> The Association supports establishment of community education programs to increase public understanding of alternative fuels . . .

This letter is being written to inform the NEA about Resolution A 79-8, in hopes that the membership will begin to research, plan and educate the community to implement action toward the use of alternative fuels, establishment of an energy program and efforts in conservation of fuels.

Jerry Slauter, chairman,
Indiana Energy and Education Comm.
Marion, Indiana

NEA President McGuire has gotten his signals crossed when he speaks of the "right" of Americans to affordable energy versus the "privilege" of the oil companies to make a profit. Both the Declaration of Independence and the United States Constitution guarantee free enterprise the right to exist and to "pursue economic profits." These documents were written specifically to guarantee that our economic and political systems would survive. But nowhere in either document will Mr. McGuire find anything which guarantees him the right to live cheaply.

Michael Hudick
New Holland, Pennsylvania

The Fourth R

I read with interest the article entitled "NEA Delegates Demand Changes in Society." I couldn't agree more, that we need changes in our society—away from pornography, drugs, sex movies, too much alcohol, greedy attitudes, lack of love, etc. . . .

It has always been my contention that we need the 4th R—call it religion, respect, responsibility, responsiveness, etc.

Students pretty well act at home the way they do and then carry on the same behavior at school. If we can put a man on the moon, we surely could do the 4th R!

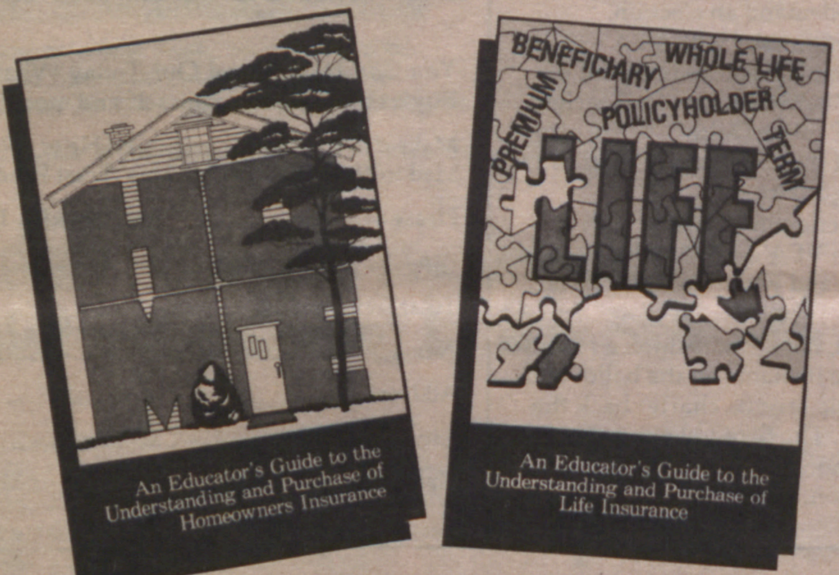
Jack Bennett
Mackinaw, Illinois

Informal Address

I first started teaching in 1950 and have watched the steady erosion of the teaching reputation. Your October issue made this perfectly clear. One characteristic of this decline is the use of a person's surname. I seriously doubt whether the women's lib had this in mind that they should be so informally addressed! I deplore that the public press should do this and feel that our own *Reporter* should certainly not lower your standards to their level.

Richard L. Hiles
Sugar Grove, Pennsylvania

FREE!
Association consumer guides, exclusively for unified members.


HOME
An Educator's Guide to the Understanding and Purchase of Homeowners Insurance
BENEFICIARY
WHOLE LIFE
PREMIUM
POLICYHOLDER
TERM
LIFE
An Educator's Guide to the Understanding and Purchase of Life Insurance

Take a tip from USS*...

Consumer education is more than just a concept—it's a commitment. Unified Special Services is always working to help unified members become more informed consumers. We want you to understand what you are *really* getting for your hard-earned dollars. That's why your Association has developed consumer guides in areas that you find important.

Technical language is simplified for you.
Designed specifically for educators, your Association's consumer guides provide simple, straightforward explanations without the use of confusing technical terminology. These guides can help you understand and make informed decisions regarding the purchase of:

Homeowners Insurance...
This guide helps you understand the different kinds of protection available. Learn what policies to look for and how much coverage you need to be protected.

Life Insurance...
There are several different types of life insurance available. This guide offers simplified explanations and will help you understand how much insurance you need to adequately protect the standard of living of your dependents.

Order your free copies today!
Take advantage of your Association's commitment to consumer education. Fill out the coupon below to order your copies of these consumer guides, available *free* as a benefit of your membership in the United Teaching Profession.

UNIFIED SPECIAL SERVICES
NEA...Working together

Consumer Guides R-11-79
NEA Special Services
1201—16th Street, N.W.
Room 404E
Washington, D.C. 20036

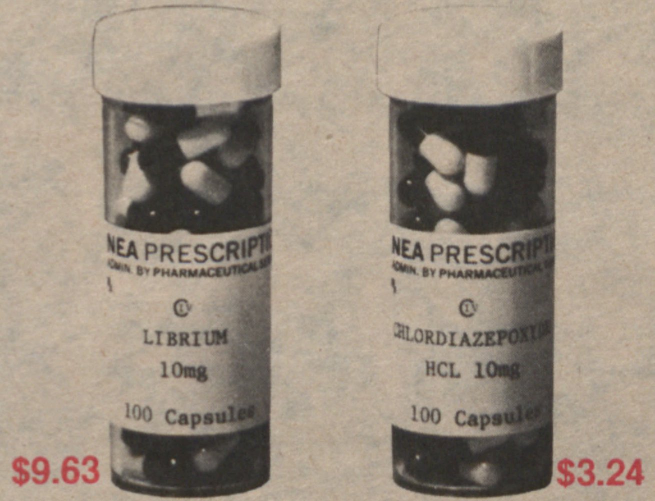
Yes! I want to be an informed consumer. Please send me An Educator's Guide to the Understanding and Purchase of:
☐ Homeowners Insurance
☐ Life Insurance

Name: ______________ Phone: ______________
Address: ______________
City: ______________ State: ________ Zip: ________

Consumer Education = Buyer ~~Beware~~ Aware

*Unified Special Services

What's in a name?



The medication on the right is the generic for the one on the left. Only the name has been changed... to protect your wallet.

". . . Or Its Generic" Is The Password For Saving Up To 50%

If you're taking prescription drugs on a regular basis, you should know this phrase as well as your own name. Simply by asking your doctor to write "or its generic" after the drug brand name on your prescription, you can save up to 50% on cost. "Or its generic" will allow your druggist to substitute a comparable generic drug for the brand name drug, but at a substantial savings to you. Members and their families who use the Unified Association's Prescription Service Program have known about this for a long time. They've been paying consistently lower prices while receiving top-quality prescription drugs . . . and they've been served by one of the most service-oriented, technically advanced pharmacies in the country, Pharmaceutical Services, Inc.

Comparative prices are listed here for brand name drugs and their generics. This represents only a small sample of more than 6,500 prescription medicines available through NEA's Prescription Service Program. But you'll get a good idea of what you can save. The *average* generic drug will cut your costs by *over* 50%.

Compare These Prices For Quantities Of 100

Generic prescription medicines are listed in bold-face capital letters *after* the brand name drug. "C" denotes capsules. "T" denotes tablets. Please note that many brand name drugs are still under patent protection and are not available from another manufacturer by generic name.

Achromycin V 250mg	C	3.78
TETRACYCLINE HCL 250mg	**C**	**3.15**
Apresoline 50mg	T	9.54
HYDRALAZINE HCL 50mg	**T**	**3.24**
Arlidin 6mg	T	10.89
NYLIDRINE HCL 6mg	**T**	**2.52**
ColBenemid	T	10.26
PROBENECID w/COLCHICINE	**T**	**6.66**
Cyclospasmol 200mg	C	9.18
CYCLANDELATE 200mg	**C**	**3.87**
Darvon Cmpd 65mg	C	7.65
PROPOXYPHENE HCL CMPD-65	**C**	**5.22**
Dilantin 100mg	C	4.50
PHENYTOIN SODIUM 100mg	**C**	**2.07**
Elavil 25mg	T	10.17
AMITRIPTYLINE HCL 25mg	**T**	**4.05**
Equanil 400mg	T	8.01
MEPROBAMATE 400mg	**T**	**2.34**
Esidrix 50mg	T	7.47
HYDROCHLOROTHIAZIDE 50mg	**T**	**2.43**
Hydergine .5mg Subl.	T	9.54
DIHYDROERGOT .5mg Subl.	**T**	**6.57**
Hydrodiuril 50mg	T	6.66
HYDROCHLOROTHIAZIDE 50mg	**T**	**2.43**
Isordil 10mg oral	T	6.57
ISOSORBIDE DINITRATE 10mg	**T**	**2.43**
Librium 10mg **C4**	C	9.63
CHLORDIAZEPOXIDE HCL 10mg	**C**	**3.24**
Nitrobid 2.5mg	C	8.73
NITROGLYCERIN 2.5mg LA	**C**	**3.96**
Nitrobid 6.5mg	C	11.61
NITROGLYCERIN 6.5mg LA	**C**	**4.86**
Pavabid 150mg	C	9.90
PAPAVERINE HCL 150mg	**C**	**4.23**
Peritrate 80mg SA	T	13.23
PENTAERYTHRITOL TETRANITRATE 80mg	**C**	**5.22**
Premarin 1.25mg	T	8.55
CONJUGATED ESTROGENS 1.25mg	**T**	**7.47**
Pronestyl 250mg	C	8.10
PROCAINARIDE HCL 250mg	**C**	**4.32**
Serapes	T	12.06
H.H.R.	**T**	**3.60**
Sorbitrate 10mg oral	T	7.20
ISOSORBIDE DINITRATE 10mg	**T**	**2.43**
Synthroid .2mg	T	4.23
SODIUM LEVOTHYROXINE .2mg	**T**	**2.07**
Thorazine 50mg	T	5.76
CHLORPORMAZINE HCL 50mg	**T**	**3.51**
Tofranil 25mg	T	11.61
IMIPRAMINE HCL 25mg	**T**	**4.23**
Vasodilan 20mg	T	16.38
ISOXSUPRINE HCL 20mg	**T**	**9.99**

Average Generic Price = $4.08
Average Brand Price = $8.89

Important Extra Benefits:

NEA's precision-planned, carefully controlled program offers unique and exclusive benefits. Among these are:

- Computer-monitored allergy protection.
- Computer-monitored drug interaction checks. Over 64,000 potentially hazardous drug combinations are checked.
- Printed reorder cards on every item purchased to enable you to order refills without even writing your name.
- Same day service. Orders are filled and shipped on the day they are received.
- Shop-at-home convenience. Saves time, saves gasoline and transportation.
- Open credit privileges. Pay after you receive your order.
- Free delivery via first-class mail for prescription medicines.
- Itemized invoices in duplicate for tax and insurance purposes.

Catalog of Family Health Needs Available.

For a catalog of family health needs and medicines which describes the program in detail and lists prices of hundreds of items, simply fill out the "FOR CATALOG" coupon.

If you really want to save money on your pharmacy bills, take advantage of your Association's Prescription Service Program . . . fill out the "FOR PRESCRIPTIONS" coupon . . . and save on headaches.

R 11-79

NEA PRESCRIPTION SERVICE PROGRAM
USE THIS COUPON FOR CATALOG

MAIL TO: NEA Prescription Service Program—Room 404E
1201—16th Street, N.W.
Washington, D.C. 20036

Please send me a Prescription Service Program catalog.

Name: ____________________

Address: ____________________

City: ____________ State: ________ Zip: ________

Save on Headaches

UNIFIED SPECIAL SERVICES

NEA...Working together

R 11-79

NEA PRESCRIPTION SERVICE PROGRAM
USE THIS COUPON FOR PRESCRIPTIONS

MAIL TO: NEA Prescription Service Program
c/o Pharmaceutical Services, Inc.
127 W. Markey Road
Belton, Missouri 64012

I am a unified member.
Please rush the enclosed prescription(s) to me.

Name: ____________________

Address: ____________________

City: ____________ State: ________ Zip: ________

It's a Fact: Accidents Do Happen

Accidental Death and Dismemberment Insurance

Guard Against Accidents... Help Safeguard Your Financial Security.

A serious accident can change your life and the life style of your family. And, all too often, there is nothing you can do to prevent it.

Because a sudden accident can threaten the valuable and important things in life, your Association, in cooperation with The Prudential Insurance Company of America, has an Accidental Death and Dismemberment (AD&D) policy available to unified members and their families. **For $19 a year, you get the security of knowing your whole family is covered, 24 hours a day, 365 days a year, anywhere in the world. Unified members are eligible for up to $130,000 for certain accidents (as outlined in the table below).** And there's no medical examination required for enrollment.

NEA's AD&D insurance can't protect you from accidents, but it *can* help you guard against the high expenses and financial hardships that often follow.

For an additional $4 a year, members less than age 60 can also get an optional $500 per month Disability Benefit along with AD&D. This benefit assures you a regular income if you become totally disabled as the result of accidental injury. It is payable **regardless** of any sick leave or disability income you may be entitled to from other sources.

Think about the security offered by the full AD&D program with Optional Disability. Don't make an educated guess—make sure. Enroll today for this outstanding Association benefit . . . because you can never outguess the unexpected.

AD&D Benefits are payable as follows:

If the AD&D Coverage is for:	Annual Contribution	Accident Occurring While a Passenger on a Public Conveyance	Any Other Accident
Member Only	$19	$130,000*	$30,000
Member and Eligible Spouse	19	100,000* 30,000	20,000 10,000
Member and Each Eligible Child	19	100,000* 30,000	20,000 10,000
Member, Eligible Spouse and Each Eligible Child	19	100,000* 15,000 15,000	20,000 5,000 5,000

***Benefits marked with asterisk will increase as described under "Unified Membership Has Its Benefits."**

Losses Covered by AD&D:

In any one accident, the full benefit amount determined from the table is payable for the loss of life; both hands; both feet; sight of both eyes; one hand and one foot; one hand and sight of one eye; or one foot and sight of one eye. One-half the benefit is payable for loss in any one accident of one foot; one hand; or the sight of one eye. In order to be covered, these losses must occur within one year** (90 days for persons age 70 or over)** of the covered accident. Benefits are payable to you if living, otherwise to any beneficiary you name.

****Time limitations are not applicable in Pennsylvania.**

Unified Membership Has Its Benefits.

Effective October 1, 1975, your Association and Prudential upgraded certain AD&D benefits, denoted by an asterisk in the table above. The benefit payable to a unified member for a loss resulting from an accident on a public conveyance will increase at the rate of $10,000 on each anniversary of the member's effective date of coverage after October 1, 1975, for five continuous years to a maximum additional benefit of $50,000. For example, after five years, a "member only" would be insured for $180,000 — $130,000 plus $50,000.

Eligibility:

This program is available to all unified members. Eligible dependents may be included for the Accidental Death and Dismemberment portion only.

If your spouse is not already insured as a unified member, he or she can qualify as an eligible dependent as long as you are not legally separated. In addition, all unmarried children (including legally adopted, foster and step-children who are dependent on you for support) are eligible, provided they are between the ages of two weeks and 21 years or to age 25 if dependent upon you for support. Newborn children are automatically insured once they are two weeks old; it is not necessary to notify the insurance company of new dependent inclusions since there will be no additional charge. Dependents' coverage may be added at the time you enroll or at any time thereafter. If both you and your spouse are insured as unified members, only one of you may include your children as dependents. Spouse and children who are insured under this program as unified members are not eligible for coverage as dependents.

Your dependents' coverage will remain in effect until they are no longer eligible as described above, or until your coverage terminates, whichever comes first. Your coverage will continue, regardless of your employment status, for as long as this program is in effect, if you maintain membership in the Unified Association and continue to make the annual contribution. In the case of your death, your dependents will be offered the opportunity to continue until they are no longer eligible.

Optional Disability for $4 Per Year:

(For Members Only: Not Available to Dependents)

For an additional $4 per year, an Optional Disability Benefit can provide you with $500 per month should you become totally disabled within 30 days after and as a result of an accidental injury. The injury must occur while you are insured for this benefit and before you attain age 60. Benefits are payable while you remain totally disabled up to 10 years or until attainment of age 65, whichever occurs first. This benefit will begin after the 26th week of total disability.

To be considered "totally disabled," you must, as a result of your disability, be unable to engage in any and every occupation for which you are reasonably fitted by education, training or experience, and you must not be performing any gainful work. Proof of total disability must be furnished to Prudential as required.

THESE BENEFITS ARE PAID TO YOU *REGARDLESS* OF ANY OTHER COVERAGE YOU MAY HAVE.

Additional Important Facts:

- No medical examination is required for enrollment.
- There is no age limit for enrollment in AD&D coverage. However, the Disability Benefit is limited to members less than age 60.
- NEA's AD&D program is underwritten by The Prudential Insurance Company of America, a company noted for financial responsibility and high quality service for nearly a century.
- Your contribution remains the same no matter how many eligible dependents you include.
- Benefits are paid in full no matter what other insurance coverage you have.

Exclusions (Fine Print):

Optional Disability Benefits are not paid until after the twenty-sixth week of total disability.

For persons under age 70, accidental death and dismemberment losses are not covered if sustained more than a year** after a covered accident; if age 70 or over, more than 90 days**.

The program does not cover losses, or disability where applicable, resulting from: suicide; attempt at suicide; intentionally self-inflicted injury; bodily or mental infirmity or disease; infection; war or any act of war; active duty in the armed forces; riding in races or testing automotive vehicles on a track or speedway; riding in (including boarding or leaving) any land or water conveyance operated by a common carrier or any aircraft, if the covered individual is operating or assisting in the operation, is giving or receiving training, or has duties aboard such conveyance or aircraft or, if aircraft, is being used for test or experimental purposes.

****Time limits not applicable in Pennsylvania.**

How to Enroll:

Fill out the enrollment form and mail it to us with your first year's contribution: $19 for the basic AD&D coverage; $23 if you wish to take advantage of the Optional Disability Benefit. Your insurance becomes effective upon receipt of your initial premium payment, and acceptance of your enrollment form by Prudential.

Underwritten by
Prudential
The Prudential Insurance Company of America
Licensed in all states
Principal offices in Newark, New Jersey

UNIFIED SPECIAL SERVICES
NEA...Working together

ORD 70075 Policy Form Serial U

Accidental Death & Dismemberment Program,
P.O. Box 433, Fort Washington, PA. 19034
R 11-79

Statements By Member To Be Insured (Please print all answers)

NAME ______________________ Last First Middle Initial

RESIDENCE ______________ Street

______________ City State Zip Code DATE OF BIRTH: ______ Mo. Day Year

BENEFICIARY AND RELATIONSHIP (example: Mary A. Doe, NOT Mrs. John Doe)

______________________ First Name Middle Initial Last Name Relationship

ARE YOU A UNIFIED MEMBER? ☐ Yes ☐ No

INDICATE COVERAGE DESIRED:

☐ AD&D PLUS DISABILITY BENEFIT ($23.00) ☐ AD&D ONLY ($19.00)

Enrollment for Disability Benefit is limited to members less than age 60.

INDICATE COVERAGE DESIRED (please check one):

☐ Member only
☐ Member and spouse
☐ Member and each eligible child
☐ Member, spouse and each eligible child

Disability Benefit does not apply to dependents.

I declare statements and answers contained herein are complete and true and understand that they are the basis for providing group accident coverage under a policy (or policies) issued by The Prudential Insurance Company of America to the National Education Association. I also declare that I am not already enrolled in the Accidental Death and Dismemberment Program.

Date Signed ______________, 19____

SIGNATURE OF MEMBER ______________

Make Check Payable to: NEA AD&D Insurance

Ident. No. Eff. Date Dep. Plan Code

Circulation
this issue:
1,804,397

December 1979
Vol. 18, No. 8

NEA REPORTER

Published
by the
National
Education
Association

Washington,
D.C.

THE RETIREMENT MAZE

In Washington, D.C., and around the nation, Associations are fighting to make sure retirement systems and Social Security give you the best deal in later life.

See page
4

INSIDE

Computer Set for
NEA Teacher Exchange 2

Florida's "Work-A-Day" Governor
Rallies Support for Schools 9

New Momentum for NEA
Minority Involvement 10

NEA's Liability Program
Now Better Than Ever 12

Computer Listing Service Set for NEA Teacher Exchange

WASHINGTON, D.C.—NEA members interested in job exchange may write now for forms that will register them here with the NEA Teacher Exchange Computer Listing.

Members listed by January 15, 1980, will receive a printout of all other teachers in the United States in the same subject area and/or grade level who would like to exchange jobs. Also included will be whether the person is willing to exchange homes.

This information will be mailed between January 15 and February 15.

Once individual teachers receive the printout information, they should work with their local associations to obtain school district cooperation in bringing about specific exchanges. NEA's Office of International Relations is providing guidelines for local associations, including examples of contract language and suggestions for individual teachers.

All NEA members, including higher education members and staff, are eligible.

Teachers from foreign countries, if they are affiliated with associations that belong to the World Confederation of Organizations of the Teaching Profession, will be eligible to list themselves on the NEA computer. Those names will be available in May 1980 and will be sent on request to NEA members interested in foreign exchange for 1981-82.

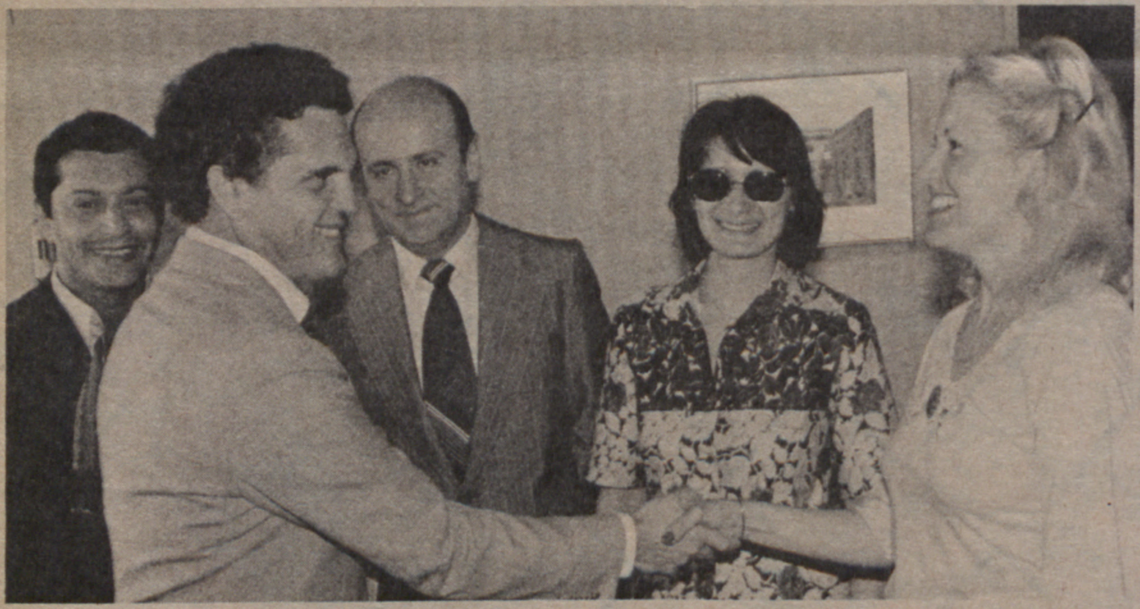
To get the forms that are needed for registration, write to: NEA Teacher Exchange Computer Listing, Office of International Relations, NEA, 1201 16th St., N.W., Washington, DC 20036. Forms will be sent by return mail.

The National Education Association believes that education will benefit if teachers participate in exchange programs in various cultural, educational, and geographic environments.

The Association encourages its affiliates to cooperate with governing boards to develop voluntary exchange teacher programs within and among the states, and among schools of federal agencies within and outside the United States and abroad.

—NEA resolution first passed in 1978

Argentine Teachers Part of Exchange Program



NEA President Willard McGuire welcomes Argentine teacher Susana Marraccini at the beginning of her exchange visit to the United States. Marraccini and Mirta Beatriz Vidal (second from right) are visiting the Central Dauphin School District in Pennsylvania, through arrangements made by the Pennsylvania State Education Association. Carlos Roberto Castro (left) is spending his exchange time in Fayetteville, Arkansas, through the cooperation of the Arkansas Education Association. Daniel Ricardo Rodriquez Saenz (center) is visiting Little Rock, Arkansas, through arrangements made by the Little Rock Classroom Teachers Association. Teachers from the host school districts will visit Argentina next summer. NEA's teacher exchange program is also working with the Sister Cities program to begin an exchange of Kentucky teachers with counterparts in Ghana.

NEA Western Affiliates Will Try Out Exchange

Six NEA state affiliates have agreed to name three local associations in their states to serve as pilots for NEA teacher exchange for the 1981 school year.

The affiliates are Arizona, Colorado, Montana, Oregon, Utah, and Washington.

The western region was selected for the pilots because of the work in exchange already started there by Phil Evanstock (in Arizona) and Gary Peterson (in Washington), both teachers, and also because of the number of requests for exchange coming from these states.

NEA will give special assistance in accomplishing the exchange of teachers among the 18 locals first. If satisfactory matches cannot be made within the six states, other areas within the nation will be considered.

Experience within the pilot associations is expected to result in the establishment and refinement of a process of teacher exchange that can be made available to other states at the end of the first year.

International Mini-Exchanges Planned for Next Summer

Fifty NEA teachers will have the opportunity to spend three weeks in Britain next July. English teacher partners will be provided by the British National Union of Teachers, headquartered in London.

During one week, the American teachers will stay in the homes of English teachers living in the Bath and Bristol area. Visits to schools and other activities will be organized by the British teachers union affiliates in the area.

Two weeks will be spent at the British union's Inservice Education Centre at Stoke Rochford Hall near Grantham. A program of lectures, concerts, plays, and visits to educational institutions will be organized by Stoke Rochford Hall and the Lincolnshire Teachers Association.

In the summer of 1981, 50 British teachers will visit the American districts of their U.S. counterparts.

Korean Exchanges

A similar program for 10 to 12 teachers for several weeks in Korea is now being planned, with final arrangements to be completed early next year. Teachers are expected to be hosted without cost by other teachers while they are in Korea, but will have to provide their own round-trip airfare. United States teachers should come from areas in which there are Korean children in the schools.

Mini-exchanges in Germany are also being considered.

Financing for the mini-exchanges is the responsibility of the individual teacher. NEA's Office of International Relations is making every effort to keep costs at a minimum, so as many teachers as possible may take advantage of the opportunities.

Teachers interested in mini-exchanges should write to International Mini-Exchanges, Office of International Relations, at NEA Center, for further information, including specific countries, costs, and criteria for selection.

NEA REPORTER

(ISSN 0027-6405)

The REPORTER is published eight times a year (September, October, November, December, January/February, March, April, May/June) by the National Education Association of the United States, 1201 16th St., N.W. Washington, DC 20036

REPORTER telephone: 202-833-5440

Member: Edpress

Readers' letters are encouraged; please address them to the editor.

POSTMASTER: PLEASE SEND POD FORM 3579 (CHANGE OF ADDRESS) TO NATIONAL EDUCATION ASSOCIATION, 1201 16TH ST., N.W., WASHINGTON, DC 20036.

Willard H. McGuire
President
Terry E. Herndon
Executive Director
Susan Lowell
Publisher
Marshall O. Donley, Jr.
Editor
Sal Streett
Barbara Lawless
(on leave)
Ben Kittner
Assistant Editors

NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, DC, and at additional mailing offices.

Design by **William J. Kircher & Associates.** Photo credits: page 2 **Joe Di Dio;** page 3 (left) **Joe Di Dio,** (right) **The White House;** page 6 **Nick Dwyer;** page 7 (left) **Jerry Ilaria,** (bottom) **Joe Di Dio;** page 8 **Bob LaPree;** page 9 **Felix Llorca;** pages 10 and 11 **Joe Di Dio;** page 12 (left) **Mary Don,** (right) **CBS-TV.**

"A new day for education"

NEA Hails New Education Department, Applauds Carter Choice for Secretary

Calling the new Department of Education "the best move for the improvement of the quality of life in the future," President Jimmy Carter signs legislation creating the department. Watching the signing (left to right) are Rep. Jack Brooks (D-Texas), who guided the department bill through the House of Representatives; Sen. Abraham Ribicoff (D-Conn.), chief Senate sponsor of the bill; and James McIntyre, director of the Office of Management and Budget. Following the signing, President Carter and Vice-President Walter Mondale talk with NEA President Willard McGuire (right) and NEA Executive Director Terry Herndon (between the President and the Vice-President). McGuire called the legislation "the right law in the right place at the right time."

WASHINGTON, D.C.—NEA officials—present for President Carter's signing of legislation creating a Department of Education—hailed the action as a step that gives education "the dignity, status, and national leadership it rightly deserves."

NEA President Willard McGuire said "this historic legislation provides the nation with the right law in the right place at the right time."

McGuire compared the Department of Education Reorganization Act to the 1862 Morrill Land Grant Act in its historical significance. The Morrill Act, which was signed by President Lincoln, provided each state with an abundance of public land for support of colleges.

The new department will include virtually all the education programs in HEW as well as several in five other departments in a move to give education greater visibility and to streamline the bureaucracy for faster delivery of programs to states and local school districts.

"This event signals a new day for education and, with fresh hope and a new spirit, reaffirms the nation's commitment to equality of educational opportunity for all Americans," McGuire said.

Later, McGuire applauded President Carter's choice of Judge Shirley M. Hufstedler to head the new department. McGuire called her "an excellent choice to serve as Secretary of Education. Her record during more than 10 years on the U.S. Circuit Court of Appeals is superb."

The NEA President added: "President Carter is to be commended for his choice of a person with an unwaving commitment to social justice, whose sympathies and empathies throughout her career have been with the rights of the underprivileged in matters of race, poverty, and sex discrimination. Her record on labor decisions is consistently fair. Judge Hufstedler's brilliant legal background, her dedication to education and to the nation's youth, and her prestige on the bench commend her to the task of managing the transition and getting the new Department of Education productively under way."

NEA Will Press Congress for Teacher Income Tax Breaks

WASHINGTON, D.C.—Although Social Security taxation and "windfall profits" taxes for oil companies have consumed much debating time during the first session of the 96th Congress, NEA is seeking to correct glaring inequities in the personal income tax for teachers. The Association is preparing position papers for use during the second session, when the tax-writing committees will consider general tax-cut proposals and a variety of measures to deal with specific problems in the income tax structure.

NEA will press for legislation to assure that married couples will be relieved of unjustly high taxation when they file joint returns. The Association will seek an amendment to current law to permit teachers to deduct office and attendant job-related expenses in the home, and to assure that tax deductions will be available for professional expenses and for the costs of classroom materials incurred by teachers in the performance of their professional duties.

Hearings are expected to begin on income tax issues late this year or early in 1980.

WCOTP Declares Rights of Children to Education

MORGES, SWITZERLAND—In observance of the International Year of the Child, the World Confederation of Organizations of the Teaching Profession, of which NEA is a member, has issued a declaration of the rights of children to an education.

The world's children have a right to lifelong education, states the document, without regard to race, religion, sex, handicap, or wealth.

The world organization of teachers seeks better parent, teacher, and citizen leadership through education.

For more information and a complete copy of "The Right of the Child to Education," write the World Confederation of Organizations of the Teaching Profession, Avenue du Moulin 5, 1110 Morges, Switzerland.

THE RETIREMENT MAZE

THE RETIREMENT MAZE

Most teachers probably take their retirement for granted. They figure they either get Social Security or they don't. They know that a chunk of their paycheck gets taken out each pay period.

Seldom do teachers—especially younger ones—realize that retirement security depends on many factors—including state laws, age of retirement, Social Security coverage, years of employment, date of hiring, marital status, mobility, and knowledge of the system. No one could walk up on a teacher's 65th birthday and hand over a financial plan for retirement without knowing all of those factors.

Retirement plans are complex. Nearly every state has a different system with its own governance and policies. Some are independent statewide teacher systems without Social Security; some are independent statewide systems with Social Security; some systems include all of a state's public employees, with or without Social Security.

It's even possible to teach for 12 years, as one South Carolina teacher did, and receive practically no benefits because she lived in three states.

One New England teacher summed it up best: "You'd need a year in the woods to come up with a simplified retirement plan."

In light of the complexity and variety of retirement systems, the 1977 NEA Representative Assembly passed a resolution to support certain basic guarantees for each teacher. It says:

"The National Education Association believes that Social Security should be available to eligible teachers where desired, but shall not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

"The Association also believes that teachers who are presently covered under Social Security should strive to remain in the program. It insists on a referendum that would require a majority of affirmative votes of those eligible to vote before a governmental agency files notice to withdraw from the program. If the employee organization votes against withdrawal, cooperative educational and legislative campaigns to forestall withdrawal should be organized and coordinated with other public employee groups.

"The Association urges the reform of Social Security laws to eliminate discrimination based on sex or marital status and to reduce the retirement age."

This Reporter feature tells of Association efforts in Washington, D.C., to improve the laws affecting Social Security and retirement systems. Further, it talks about NEA teachers in three representative state systems, showing how they are clearing their way through the thicket of retirement plans. Illinois has an independent state teacher fund without Social Security. New Jersey has a state teachers fund supplemented by Social Security. And New Hampshire co-ordinates Social Security and a statewide fund shared by all public employees.

NEA Works in Washington To Protect Your Pocketbook Now —Your Retirement Later

"NEA is lobbying to put the brakes on payroll taxes."

WASHINGTON, D.C.—NEA is working with the 96th Congress and the Administration on a broad range of Social Security issues that directly affect teachers' pocketbooks today—and prospective budgets in the future.

Spurred by intense criticism of payroll tax increases enacted in 1977, the House Ways and Means Social Security Subcommittee has held two weeks of hearings on short- and long-range financing of the Social Security system, looking at a variety of proposals to roll back—or head off—a big jump in tax rates and wage bases scheduled to take effect in 1981.

This year, covered employees pay 6.13 percent of up to $22,900 in wages for old age, disability, and hospital insurance benefits—a maximum of $1403.77 right off the top. Under current law, the wage base will increase to $25,900 in 1980 (with a maximum employee tax of $1,587.67). In 1981 both the tax rate and the wage base will increase—to 6.65 percent of the first $29,700, or a maximum contribution of $1,975.05. By 1987, top wage earners will pay more than $3,000 annually.

NEA is lobbying to put the brakes on the steep escalation of this highly regressive tax schedule. The Representative Assembly has called for removing health and disability programs from the payroll tax and funding them from general revenues. The result would be a lowering of Social Security payroll taxes by one-third (see Congressional proposals, page 5).

Retirement Test Changes

Many teachers have lost or face loss of benefits as a result of 1977 legislation which made the Social Security retirement test an annual test only, except in the year of initial entitlement, during which the monthly test would still apply. Teachers who had received monthly benefits prior to actual retirement, or who had filed for Medicare and continued working beyond age 65, stood to lose benefits under the new law.

In October, the House Ways and Means Committee reported a bill, HR 5295, which would protect people adversely affected by the 1977 change and allow those who had actually lost benefits to receive them retroactively. Final action on the bill is expected late in the current session or early next year.

"The Association is fighting to restore benefits many teachers lost under 1977 legislation."

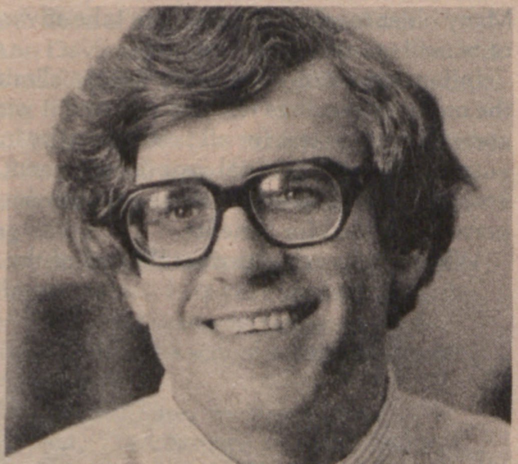
Rep. J.J. Pickle (D-Texas), chairman of the House Social Security Subcommittee, has held extensive hearings this year on short-term financing issues, correction of flaws in the 1977 amendments, and sex discrimination in the program.

Early this year, the House Democratic caucus asked the Ways and Means Committee to re-examine the 1977 Social Security tax increases, particularly those scheduled to go into effect in 1981. Pickle said recently: "While the Congress must monitor carefully the balances in the trust funds through the early 1980's, there will be enough revenue to maintain the overall program. Any alterations in the program, however, must be approached with caution in the next few years."

Rep. Willis Gradison (R-Ohio) led the fight to eliminate unforeseen inequities which resulted from repeal of the monthly retirement earnings test. During Subcommittee action on a bill to clarify Congressional intent, he won approval of an amendment to protect teachers and all others who had lost (or could lose) benefits. "To penalize individuals for acting properly under the law is clearly unfair," Gradison said. "It is estimated that 250,000 people have been adversely affected. . . . Once an effort has been initiated to rectify a specific problem area, there is no justification for only helping some while leaving others stranded."

Rep. Herbert Harris (D-Va.) has sponsored one of several House bills to repeal the government pension offset enacted in 1977. Harris objects to the offset because "it will force serious financial hardships on people who have paid into the Social Security system for years and who are counting on receiving their full share . . . to see them through retirement. In my view, it is unfair to attempt to shore up the Social Security system by depriving people of benefits they worked for and earned because their spouses happened to work for the government."

Rep. John Seiberling (D-Ohio) has called for a two-year income tax credit for up to a third of a worker's Social Security payroll taxes and for funding of Medicare from general revenues. Seiberling told the Social Security Subcommittee that the tax cut "is not only non-inflationary, it is anti-inflationary and pro-employment. Business could pass on their labor cost savings immediately to consumers. . . . If any current Social Security program should be funded by general revenues, certainly it is Medicare. . . . Benefits bear no relation to a worker's contributions, but are determined solely by medical need."



Rep. William Brodhead (D-Mich.) has introduced a bill to reduce the Social Security payroll tax to 4.4 percent by 1982 and to refinance the program by funding the Medicare and disability programs from general revenues. Brodhead says his proposal would put the system on an actuarially sound basis with 100 percent reserves until the year 2051. "Workers are just beginning to feel the effects of the . . . payroll tax increase," he said, "and they are becoming more and more furious. If Congress fails to take some action, I believe we will have a taxpayer revolt that will make Proposition 13 look tame by comparison."

> **"NEA and several affiliates testified against universal Social Security coverage."**

Government Pension Offset

Teachers who retire under a governmental retirement system other than Social Security could lose spouse's or surviving spouses's benefits under a 1977 amendment. For example, a covered worker's benefits available to his wife would be reduced dollar-for-dollar by the amount of any public retirement pension available to her, based on her own work in teaching or other public employment. NEA has sought support for repeal of this highly discriminatory provision which is scheduled to affect wife's benefits beginning in 1982. So far, 11 bills with more than 80 cosponsors have been introduced in the House. Hearings on these proposals are expected early in 1980.

Universal Social Security Coverage

In 1977 NEA successfully lobbied against a House provision requiring coverage of all public employees. But the 1977 law directed HEW to conduct a study of the feasibility of mandatory coverage, with a report due by December 1979. An HEW task force has nearly completed its work on the study, and is waiting for the report of an actuarial firm engaged to look at costs and benefits. Several Congressional proposals would require coverage of federal employees—a move strongly resisted by federal workers' unions.

NEA and several of its affiliates testified against universal coverage when the task force held hearings on the subject earlier this year and has conveyed its position on the House and Senate committees. NEA argues that coverage should be available but not mandatory, and that compulsory coverage would raise constitutional objections and could be fought in the courts as a breach of contract. Coverage of state and local public employees under current law is by contractual agreement between the states and the federal government.

Sex Discrimination

Inequities and gaps in the Social Security system's treatment of women have been increasingly recognized as the perception of women's roles in society have changed. Congress considered these inequities as it considered the 1977 Social Security

(Continued on next page)

Also Before the Congress

Other proposals before Congress include a value-added tax (VAT) similar to those adopted by several European countries. Essentially a national sales tax (five percent on food and prescription drugs, ten percent on other consumer goods), the measure would replace a part of Social Security taxes and reduce income taxes. Critics charge that such a scheme would benefit the wealthy and hurt low- and middle-income families.

Rep. Charles Vanik (D-Ohio) suggests that Congress oversee more closely the investment of funds paid into the Social Security trust funds. Interest earnings on investments during fiscal 1978 were $2.2 billion on total assets of $31 billion—about three percent of the total benefit payments. Congressman Vanik asked the Social Security Subcommittee to explore ways to achieve a more equitable return for the trust funds.

Rep. Barber Conable (R-N.Y.), ranking minority member of the Ways and Means Committee, has introduced legislation to repeal scheduled increases in the Social Security wage base, require coverage of federal employees, and provide for partial financing of Medicare from general revenues.

At press time the Senate had not acted on major Social Security legislation. A report on Senate activities will appear in a subsequent issue of the *NEA Reporter*.

(Continued from preceding page)

amendments, but the complexity of the issues and uncertainty as to the costs of remedial action prompted Congress to mandate a study by HEW. The report has been completed, and the House Social Security Subcommittee has scheduled hearings on the issue this fall. NEA is working with the subcommittee to assure that removal of discriminatory provisions in the law is included in Social Security legislation enacted by the 96th Congress. NEA told the subcommittee that its members, mostly women, are all public employees, and the discriminatory treatment of women is eroding support for the program and leading to further terminations of public employee group coverage.

Disability Insurance

Meanwhile, the Senate is expected to debate shortly a House-passed bill amending the Social Security Disability Insurance programs. The measure, HR 3236, makes administrative improvements in the program—primarily by extending Medicare coverage for the disabled—but cuts benefits for future recipients of cash benefits. NEA argues that there is no need to tamper with benefits at this time—the latest actuarial studies show that the tax income for the program is likely to exceed expenditures over the next 25 years.

"NEA is working with Congress to remove sex discrimination provisions in the law."

As in the case of old age and survivor programs, NEA insists that changes in financing structures and benefits be weighed with extreme care and that any necessary cuts or new benefit limits be phased in over long periods of time.

Social Security Fact Sheet

Social Security is basically a government insurance program.

It is nonprofit. Its benefits are all tax free.

You pay half the cost; your employer pays the other half.

Social Security is a package program: it includes life insurance, health insurance, disability income insurance, and of course, retirement insurance.

It is portable—you take it with you when you change jobs or move anywhere in the nation.

You and your family are covered by Social Security.

You are covered by income insurance in case of disability, by Medicare when you reach age 65, and by retirement or income-replacement insurance.

Your spouse is covered (or your ex-spouse if you were married 10 years or more).

Your dependents are covered, including your parents, children, step-children, adopted children, and grandchildren.

Your Social Security can be valuable.

If you are a married man, age 35, for example, and you have two children, you could receive $169,963 for loss of income; $311,108 for disability; your heirs could receive $318,551 following your death. That is a total, in this example, of more than $799,600.

You can find out how much you have in Social Security earnings.

Send your name and address, plus your Social Security number and your date of birth, to

Social Security Administration
P.O. Box 57
Baltimore, MD 21203

Allow about six weeks for a reply.

Retired New Jersey Like Social Security, Solve Its Problems

GLASSBORO, NEW JERSEY—"Social Security is an excellent law," says retired professor and former NEA Board member Jim Lynch. "But there is a quirk in the administration of the benefits and I am a classic case of an individual who lost money because of it."

Lynch has campaigned, along with the New Jersey Education Association and NEA, to prove, despite the bureaucracy, that something can be done to improve Social Security benefits.

On the advice of the Social Security office here, Lynch drew summer months Social Security benefits starting in 1976 after he reached age 62.

A "monthly earnings test" which existed before January 1978 allowed persons who continued to work after age 62 to draw benefits in any month where their earnings fell below a certain level. Many older teachers were able to take advantage of benefits during their summers.

In January 1978, Public Law 95-216 eliminated the monthly earnings test and replaced it with an annual earnings test for all years after the initial year of retirement. Initial year of retirement, according to the new law, is the year in which a person first filed for benefits.

When Jim Lynch retired at the end of the 1977-78 school year, he found himself unable to collect any Social Security for the last half of the year, because he had already earned over the new annual earnings test amount. He began writing letters to Social Security and to politicians and working with NJEA and NEA to correct the situation.

"If the judgment of the Social Security Administration had been to declare 1978 [his actual year of retirement] my initial year of retirement, I would receive for the June-December period about $2,700," said Lynch.

Despite the problem he and other teachers have had with the annual earnings test, the retired professor of education law feels that "Franklin Roosevelt gave us a heritage we can't deny people in the future. Social Security is an excellent law."

"The problem I had," he says, "was not done deliberately. The Social Security Administration was just trying to do the most good for the greatest number of people. Both NJEA and NEA are lobbying to change the definition of 'initial year of retirement.' "

Social Security is an important component of retirement income for Lynch and his fellow retirees in New Jersey. For example, Jim's wife, Regina, a retired teacher, receives 75 percent of her retirement

"I couldn't live without Social Security," says retired teacher Margaret Roberts of Trenton, N.J.

Teachers Lobby to

"These programs such as Social Security are absolutely neecssary," says retired Glassboro State College professor James Lynch. "I remember poorhouses back during the Depression era where old people ended up if they didn't have children to take care of them."

income from Social Security. The other 25 percent comes from the New Jersey Teacher Pension and Annuity Fund.

Another retired teacher, Margaret Roberts of Trenton, said, "With 20 years of contributions, my state pension alone would have been only one-third of my salary—on which I could not live."

"The secret to success in the New Jersey is the number of years you contribute," says Lynch, a 44-year teaching veteran. The state benefit is based on the average salary of a teacher's final three years of work, which are also the highest paid years.

"As long as you work, you pay premiums and contributions," he says. "A lot of people prefer their salary up front. But, they need to remember they'll get substantial benefits in the future."

"With our combination of Social Security and a sound state retirement fund, a teacher can take advantage of her retirement years without feeling like a second-class citizen," says Margaret Roberts. "Everyone says save your money for retirement while you're working. But its hard to save enough."

"Now I'm making almost as much as my take-home pay my last three years of teaching. Without Social Security and the state funds, I don't know what I would do."

THE RETIREMENT MAZE

Illinois Teachers Are Majority on Retirement Fund Board

SPRINGFIELD, ILLINOIS—Gary Elmen enjoys discussing his two-billion-dollar investment portfolio, but he doesn't wear a three-piece suit.

Judy Fitch, who wields political power because of her financial position, works in a classroom, not on the 35th floor of a downtown office tower.

And Ann Davis can lecture on corporate bonds or the stock market, but she teaches elementary school for a living.

Elmen, Fitch, and Davis are trustees of the Illinois Teacher Retirement System headquartered here. Teachers control five seats on the nine-member governing board.

For years the board was totally controlled by school administrators. Last year teachers gained control of the elected seats, defeating an AFT-backed incumbent and a school administrator by a three to one margin.

"The amount of money we control," says 32-year-old Elmen, "is recognized by many financial and political powers since we direct where our funds will go."

"Our election was taken note of by the major banks in Chicago," he continues, "which will give teachers leverage with both banks and the state legislature."

In all state retirement plans, the rules are made by state legislatures. Since teachers took control of their retirement fund in Illinois, the state legislature has enacted an early-retirement provision with no financial penalty, and is funding half of a health insurance plan.

"The early-retirement plan is all about teacher burnout," says Judy Fitch of Peoria. "It allows those teachers who get worn out to find some peace of mind."

She adds that reductions in force could be less severe in some districts because of earlier retirements.

The teachers are sympathetic to social issue investment policy. They monitor investments to insure their money does not support controversial companies like J. P. Stevens.

Illinois is one of 13 states and four local school systems that are not members of the federally administered Social Security program.

The Illinois teachers believe they would lose certain benefits and controls if they received Social Security. "They may try to grab us for our assets as a temporary bailout for their system," says Elmen about Social Security.

Fitch adds, "If they swallow us up, it's only a temporary help for Social Security. What happens to teachers when that money runs out?"

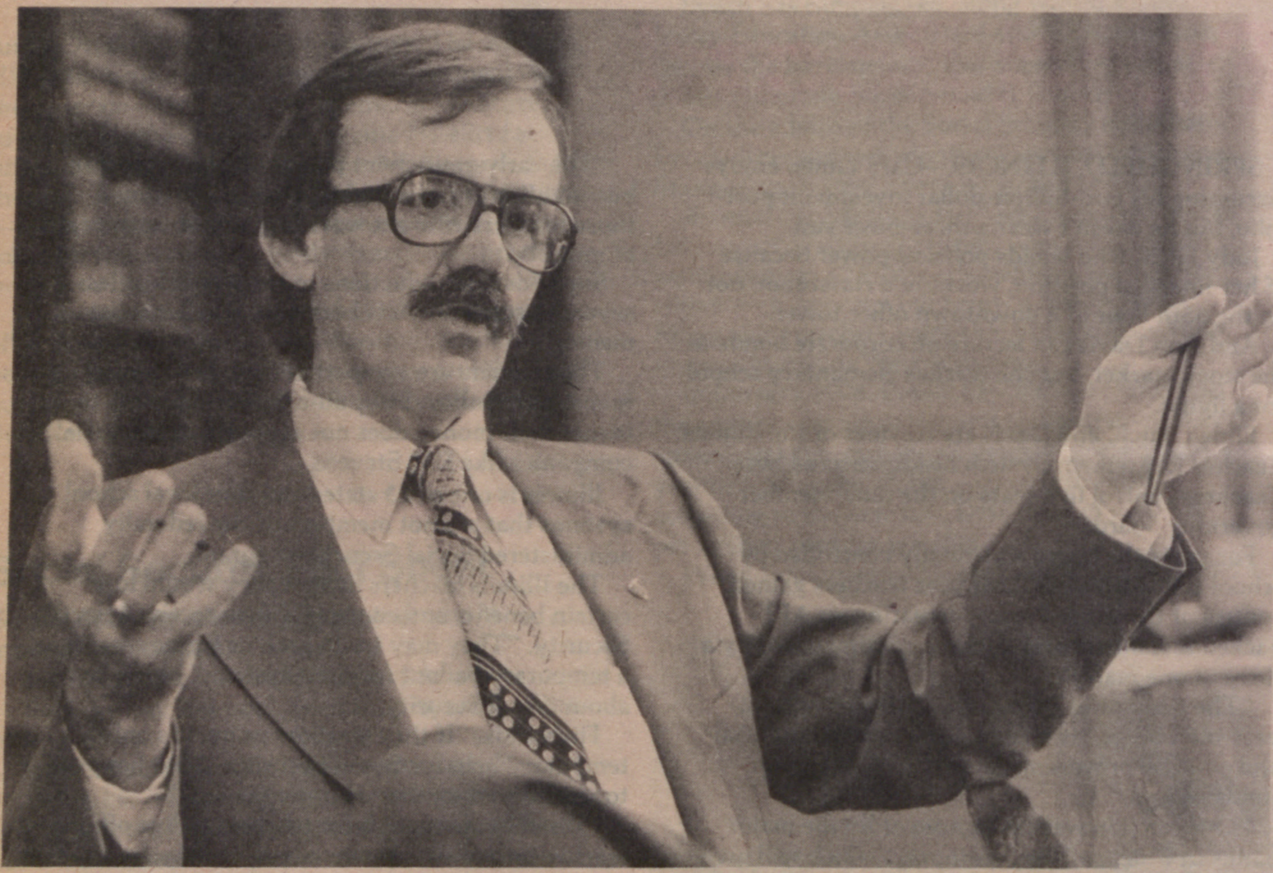
"It's difficult enough for teachers to live off our teacher retirement system money," she says, "which is two or three times more than Social Security benefits."

The Illinois teachers would like to start a caucus of NEA teachers who are on their state retirement system boards. "Understanding the present economic situation and its relationship to retirement," says Ann Davis of Harvey, "is a real plight."

"If we were forced into Social Security," says Judy Fitch (center), "Illinois teachers would lose benefits and control over their money." With Fitch are two other teacher trustees on the Illinois Teacher Retirement System: Ann Davis (left) and Gary Elmen. Their election has given Illinois teachers legislative and financial recognition.

THE RETIREMENT MAZE

New Hampshire Association Files Suit To Assure Proper Retirement Funding



"We contribute to both systems—our state fund and Social Security. We have to insure that both systems do a good job," says Bill Shanahan, NHEA/NEA president.

CONCORD, N.H.—"We filed the suit to bring attention to the people and to our teachers that the system was not being properly funded," says NHEA/NEA President Bill Shanahan.

In July 1978, a lawsuit was brought by NHEA/NEA citing the New Hampshire legislature, the retirement system board of trustees, and a number of state officials (including former Gov. Meldrim Thomson) for having failed to fund more than two million dollars in the state's retirement system.

The New Hampshire System covers all of the employees of the state of New Hampshire, as well as local town, county, and municipal employees. Groups contributing to the program include teachers, policemen, firemen, and state employees.

"The contributors put in their share of money," says NHEA/NEA retirement lobbyist Sylvia Donahue, "but state and local employers reduced their contributions by the amount of interest earned on the existing fund."

"We'd rather see the retirement fund's interest go toward increased benefits," says Shanahan.

New Hampshire takes advantage of its teacher retirement system's co-ordination with Social Security. The state, in effect, receives an increased income when a teacher begins collecting Social Security benefits in addition to the state allowance. The state retirement benefit automatically drops.

"Why are we getting shafted by the state for belonging to two systems?" asks Shanahan. "We contribute to both. We should receive full benefits. To have a decent income, you need both."

One retirement fund administrator, a former NHEA/NEA UniServ staffer, said, "Our state system is sound and there is little you can do to increase Social Security. Teacher retirement benefits could be improved only by increasing state funding."

The actual underfunding of the retirement system was caused by the state retirement fund planners underestimating the amount of benefits to be paid to retirees. When the low budget request went to the legislature, they did not fully fund that either.

Since the state allowance of a retired New Hampshire teacher is figured to be 1/60 of the average salary of the highest three years, and the state's teachers recently received unexpected cost-of-living increases, the payout demands on the total retirement fund are greater than ever.

NHEA/NEA found that the lawsuit helped its lobbying efforts and alerted the legislature that more attention needs to be paid to teacher retirement benefits.

Under NHEA/NEA pressure, the 1979 session of the legislature has found a million dollars to help repay the teacher fund, and the NHEA/NEA-endorsed governor, Hugh Gallen, has committed himself to help accelerate the payback.

Federation Member Refused Retirement Help-Association Wins His Case

Pittsburgh federation member Alex Kapp won an appeal from the Public School Employees Retirement Board, assuring him financial security through his retirement. However, it wasn't his union that won the case for him, it was the Pennsylvania State Education Association.

Kapp had been denied a disability retirement by the retirement board in 1977 after the Pittsburgh School Board refused to accept him back following a series of heart attacks. His doctor had even recommended his re-employment.

Kapp appealed to his AFT affiliate in Pittsburgh to represent him. The local president told him they could do nothing to help him because he did not have tenure.

Kapp contacted PSEA's retirement expert; he took the case before the retirement board and won it.

Florida's "Work-A-Day" Governor Rallies Support for Schools

By NEA Reporter contributing editor Robert Gruenberg

TAMPA, FLORIDA—One of the brighter stars on the horizon of state education is Florida's governor, Bob Graham.

He knows the problems of teachers and teaching. He knows the importance of building a solid foundation of instruction in the early primary grades. He knows the professional issues that vex teachers.

That's why the 30,000-member Florida Teaching Profession-NEA thinks highly of him. In fact, Florida NEA teachers hold him in such high regard that they endorsed him and worked for his election last November.

Graham, a Florida land developer and a graduate of the University of Florida and Harvard Law School, was virtually "a lone voice for additional funds for education" while he served in the state Senate between 1971 and 1978, according to an FTP-NEA political analyst.

Now Graham is attempting to rally public support for increased state aid to education, to deal with some of the problems that he says were bypassed in the hectic decades of the '50s, '60s, and '70s.

Graham believes that the "major goals" in education revolved in the past 25 years around what he calls "social justice."

Two major accomplishments marked those years, he says. These were desegregating the schools ("a tremendous job of accessibility" is how he phrases it) and increasing the number of students who complete their secondary education and continue on to higher institutions.

"The goals for the balance of this century ought to revolve around achieving excellence and quality," he says. The approach must be on several fronts: building greater links between the family and the school by getting parents more involved; focusing on major support, financial and otherwise, for strengthening curriculum in the lower primary grades where, he constantly preaches, the foundation is laid for all of the child's future achievement; and looking upon declining enrollment as an opportunity rather than a stroke of ill fortune.

"We have the opportunity now . . . not to be so overwhelmed by 5,000 students who will appear at our doors in the next few weeks, but in seeing how to improve what we offer," he recently told the teachers of East Bay High School in Hillsborough County, outside of Tampa.

Graham recently went back to a campaign tactic that helped him win the governor's office and brought him out of the obscurity of a relatively unknown state senator to national attention.

The tactic is the governor's "work day." Not only does the "work day" gather headlines, but it generates citizen interest.

During his campaign Graham had taken on 100 different jobs in all parts of Florida. He collected garbage. He labored on a logging crew. He slung hash in a taco restaurant. He worked on a pipeline. He put in a day as a high school teacher.

Publicity gimmick? Of course. But like him or not, newspapers and TV have found they cannot ignore the once-a-month forays into the work-a-day world.

During a recent three-day stint among the schools in this area—one day spent inspecting schools and educational facilities and looking at maintenance problems, and two days spent teaching in elementary, junior high, senior high, and adult education classes—he evoked considerable letters-to-the-editor comment on the schools, as well as news coverage.

Graham maintains that getting out into the work area is a more effective way of getting the "feel" of a problem than a bale of statistics or reports "filtered up" through the bureaucracy.

"I understand some of these problems better now than I did a week ago," he told the East Bay faculty. "Being able to see the problem in human terms is distinctly different from having someone tell you about it."

Thus, he was able to speak from personal experience about the evil of double shifts in schools in overcrowded districts. He had risen at 5 a.m. to be at Dowdell junior high school in nearby Brandon by 6:30 a.m. Classes which start at 7 a.m., run into two shifts, with the school day ending at 5:30 p.m.

"If I have a glazed look it is because I was up very early this morning," he told the teachers at an afternoon faculty meeting. "If we want to have schools that are factory efficient, then double sessions are the model. You can 'grind out' the students that way.

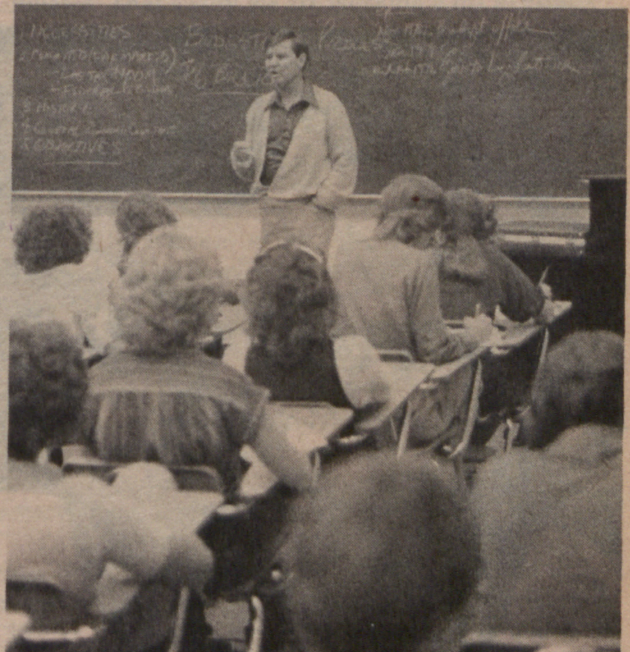
"But I don't think 12-13-14-year-old students ought to get up at 5 a.m. and come to school in the dark." Not only are students hard put to learn anything, but the teacher is also strained at getting anything across to the class, he made clear.

A day earlier he had taught the third grade at the Melrose elementary school in St. Petersburg.

What did he learn from the experience?

"The critical importance" of building strong family-school ties, the necessity for smaller classes (the class had 26 students; other classrooms had 30 or more), and finally—back to another of his recurring themes—the necessity to concentrate time, money, and resources in the child's early, formative, school years.

Florida Gov. Bob Graham, teacher for a day, skipped the faculty lunchroom at East Bay high school, Hillsborough county, Florida, to eat amidst the cool, calm atmosphere of the student cafeteria.



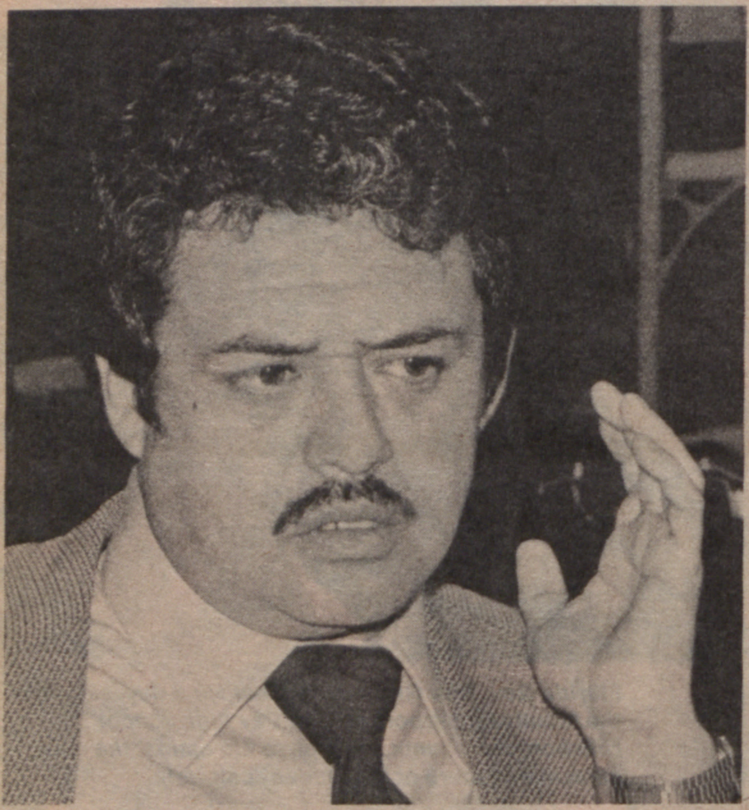
Teacher/governor Bob Graham of Florida asks questions and gets answers in his specialty—politics and legislation. He needed no lesson plan or notes for this class on Problems in American Democracy, at East Bay high school, Hillsborough county, outside Tampa.

NEA HUMAN RIGHTS REPORT
News of special concern to NEA minorities and women

Committee Members Discuss:

Paving the Way to Increased Minority Involvement in NEA

"Minority guarantees have been lifted, not dropped, as a result of Landrum-Griffin"
—Juan Reyes



"I'm not glad, but I'm not as mad as I was"
—Eleanor Coleman

"The atmosphere [at King of Prussia II] created good feelings of unity and purpose"
—Phillip O'Jibway

"Some conservative local associations out there see this as an excuse to back down from their commitment to minority involvement"
—Lillie Carswell

Based on interviews with NEA minority representatives

by NEA Reporter assistant editor Sal Streett

During a Reporter interview recently, representatives from each of the four subgroups of the NEA Minority Affairs Committee—Asian and Pacific Islanders, Black, Chicano Hispano, and First American and Alaskan Native—and the two cochairpersons of the committee, talked about their views on Landrum-Griffin, future minority involvement in NEA, and other major issues facing the committee.

The minority guarantees written into NEA governing documents were suspended this year after a U.S. District Court ordered NEA's compliance with the Landrum-Griffin Act. NEA officials immediately pledged that the Association would maintain a strong ethnic-minority representation within NEA despite the order.

Most of the Minority Affairs Committee interviewees commented positively on the effects of the Landrum-Griffin decision.

"I'm not glad, but I'm not as mad as I was," quipped Eleanor Coleman, committee member from the Black Caucus.

Said Juan Reyes of the Chicano Hispano Caucus: "Minority guarantees have been lifted, not dropped, as a result of Landrum-Griffin."

"We became complacent when we knew we had guaranteed minority delegate status," said Gary Higashi of the Asian and Pacific Islanders Caucus. "We don't need guarantees anymore. Train me, and

"We've come a long way"
—Laverne Moore

"We don't need guarantees anymore"
—Gary Higashi

I'll get elected on my merits; that way I'm no longer a token."

"We've come a long way," said Laverne Moore, committee co-chair and a representative of the Asian and Pacific Islanders Caucus. "The guarantees were necessary before, but we have matured, more of us have had training through the Minority Involvement Program, and more of us understand power and how to use it."

"I guess my outlook is a little paranoid," said Lillie Carswell, co-chair of the committee and a representative of the Black Caucus. "There's no question we've come a long way, but there are some conservative local associations out there that see this as an excuse to back down from their commitment to minority involvement. We still have a problem."

King of Prussia Meeting

They emphasized that a meeting held in Detroit just prior to the 1979 NEA convention—the so-called King of Prussia II meeting—allowed minority delegates to recognize their strength.

"There were 700 minority folks meeting with other minority folks who saw role models who were minority folks," said O'Jibway. "This atmosphere created good feelings of unity and purpose."

Said Coleman, a new member of the committee, "I can't tell you how impressed I was seeing and meeting the leadership of the four subgroups and the distinguished minority speakers. Several new people commented they were surprised that many of the role models (mostly committee members) were teachers. They thought they were outside consultants."

"People went away from King of Prussia II with a new resolve: 'We're going to go back to our local and state associations armed with this new recognition of unity and power,' " said O'Jibway. "We learned that the important issues affect us all, not just one particular subgroup; and so we set an agenda to attack these issues together."

Other Concerns

Representatives of the Minority Affairs Committee identified some of the outstanding current concerns as standardized testing, the attack from the new right, the 1980 census, the establishment of state affiliate minority committees, and bilingual-multicultural education (including black English).

"We, as an organization, are going to have to educate our members that we don't want to stop teaching standard English, we just don't want black kids penalized for speaking black English," said Carswell. "We believe that once they believe their own speech is acceptable, they will be relieved of their anxiety about learning standard English. It's the same concept for proponents of bilingual education."

"That's right," said Moore. "In Hawaii we have the same problem. Our kids speak 'pigeon' English and they are intimidated by standard English because they are made to feel their 'language' is inferior."

The 1980 census is also a sensitive issue to the committee. In past censuses, committee representatives say, census-takes have been monolingual and fail to provide an accurate count in many non-English speaking neighborhoods.

"Census-takers get paid very well," said Moore, "but a lot of them don't give accurate counts because they don't speak the language of those they are counting. Sometimes they avoid households or neighborhoods altogether because they are afraid. Census-takers in non-English-speaking neighborhoods should at least be bilingual and some cases multilingual."

Misuse of Tests

On standardized testing, the minority representatives were outspoken. "It's not that testing is bad in itself, but it's how the results are used," said Higashi. "A lot of tests are used to segregate minorities in special classes. And in areas where there are large segregated school districts, standardized test results are used as propaganda tools. In some areas they even publish the results by school in the newspapers."

Said O'Jibway, "They're also used more subtly to divide faculty members because some administrators attempt to evaluate teachers based on the results of these tests, even though the teachers themselves have no input into developing them."

On the new right, Carswell said, "The racist threat is not limited to the Ku Klux Klan anymore, a lot of them today are wearing Brooks Brothers suits."

Said Higashi, "We've got to unmask them. Racist groups today hide behind organizational names like 'Citizens United to Save Our Schools' or other such innocent-sounding groups."

Asked how effective the Minority Affairs Committee has been in carrying out change as a special NEA committee, O'Jibway said: "I think we've been extremely successful. The fact that we exist is well known; we have good people on the committee and we've had good cooperation from the organization as a whole. People respect us."

Added O'Jibway: "We have been able to impact on all the NEA committees, the president, and the Board of Directors. Our problem is to transfer this power and effectiveness to the state and local affiliates. That's why we are working hard to establish MAC committees at the state level."

MAC's Success

When MAC was established as a committee four years ago, some people were doubtful that it would be effective, including some of the committee members. Some were doubtful of the committee's potential for success because the group's racial diversity and because subgroups might fight one another for a slice of the pie.

But to the surprise of the cynics, MAC worked. Few can deny that it has had a positive impact on NEA policies and programs.

Said John Cox, director, NEA Teacher Rights, "MAC's success is directly attributed to the quality of the members of the committee and their personal commitment to make it work."

"I'm not going to say that everything is always smooth, but working together for the benefit of us all has not really been a problem," said Carswell. "We've all been very sensitive of each other and we've learned so much from each other."

"Our diversity is our strength," said O'Jibway. "We all have had our prejudices, but working together has allowed us to see how similar we are."

"We have matured personally and as a committee," said Moore.

"That's true," said O'Jibway. "We've gotten out of the reactive mode. We've gone from the past tense to the future tense. We no longer say 'Why did you do this?' We say, 'What are we going to do about this?' "

Portland Association Teaches Energy Awareness

PORTLAND, OREGON—"You're going to hear energy, energy, energy, from 1980 to 1990 to the year 2000—until we make some decisions about where we're going," says Richard Donin, an energy education instructor at Cleveland High School here.

Donin is a consultant for Energy and Man's Environment, a regional energy awareness project. He spoke to teachers this fall at a statewide in-service meeting sponsored in part by the Portland Association of Teachers and the Oregon Education Association.

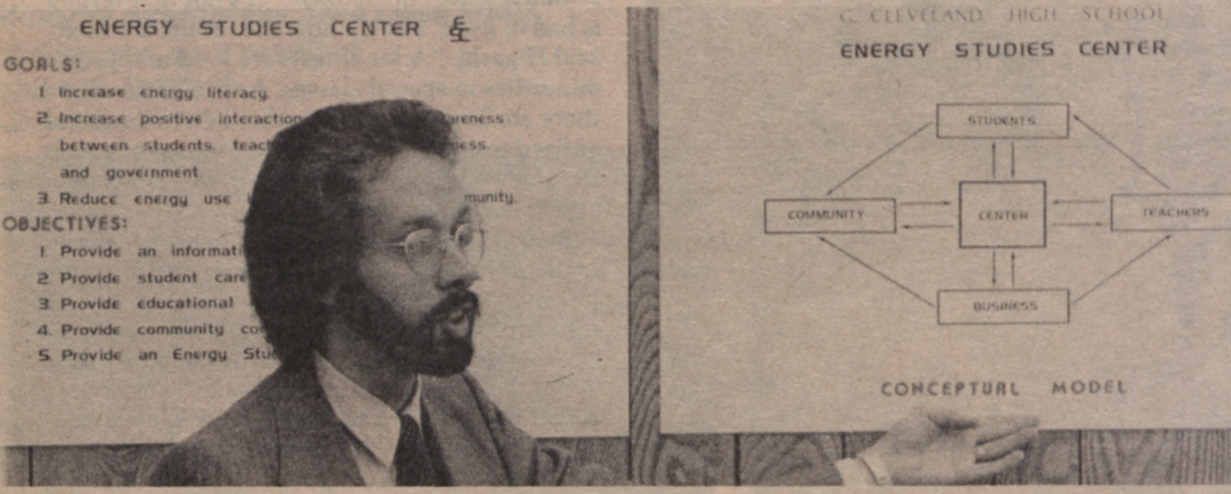
"More and more teachers are becoming interested," says Donin.

"At the elementary level kids can go around and count the electrical things in their homes, talk about why a light bulb is hot, where the sun shines all day. . . .

"Middle-grade students can do conservation projects in their homes. In Beaverton, Oregon, last year fifth graders distributed brochures on home conservation to all the homes in their area. Students can study the different types of energy—oil, coal, solar—can talk about how their homes are heated, about how coal and oil are found. . . .

"In high school, the possibilities are almost unlimited. We have a class here in nuclear energy. Home ec classes talk about microwave ovens and that they use less energy than conventional ovens, and about how you can use residual heat in your oven to finish baking goods even after the oven has been turned off."

More information on the Energy and Man's Environment group is available from 0224 SW Hamilton, Portland, OR 97201—or from the Energy Study Center, Cleveland High School, 3400 SE 26th, Portland, OR 97202.



"The program began as an attempt to deal with the issues that are a part of the energy crisis," says Richard Donin of the Energy Studies Center at Cleveland High School in Portland, Oregon. Activities focus on student-community involvement, teacher energy education awareness, energy education materials, and in-service programs.

NEA Recommends CBS-TV "Orphan Train"

Jill Eikenberry portrays Emma Symns, a young social worker who organizes an orphan train to transport slum children to the Midwest, in a three-hour CBS television drama being recommended by NEA. Kevin Dobson also stars in the drama, which takes place in 1854. "Orphan Train" is rooted in a little-known chapter of American history—when some 100,000 abandoned and destitute children were transported by the Children's Aid Society from New York City to points west. The drama will be aired in December; check local listing for time and day.

NEA's Liability Program Now Better Than Ever

WASHINGTON, D.C.—NEA's Educators Employment Liability Program—which protects members from personal financial loss in case of classroom accidents—has been further improved.

The program, at no cost to the member, already protects individual teachers for up to $250,000 for each incident arising out of a teacher's employment, plus the cost of attorney's fees and court costs. State affiliates can purchase extra coverage up to $750,000.

All teachers, including vocational educators, are covered for educational program activities.

Now, for the program year 1979-80, two increases have been made in coverage.

Benefits for the legal defense of a criminal action have been increased from $2,500 to $10,000. And up to $2,500 is now available for legal defense in any action involving a member in an alleged violation of a civil rights statute.

The expanded coverage is detailed in the EEL plan description, which follows.

NEA EDUCATORS EMPLOYMENT LIABILITY PROGRAM
SUMMARY PLAN DESCRIPTION

I. INTRODUCTION

The purpose of this summary is to inform NEA members about the structure and principal provisions of the 1979-80 NEA Educators Employment Liability Program, referred to as the "EEL Program." Please remember that this is only a summary. If there is any conflict or inconsistency between this summary and the underlying contracts and documents, the contracts and documents must be controlling.

The "EEL Program" is an insurance plan designed to protect you, as an NEA member, against financial liabilities incurred as a result of certain kinds of accidents occurring in the course of your employment including certain costs of providing a legal defense to claims against you.

The Program is administered by NEA and its state affiliates and is underwritten by the Horace Mann Insurance Company. The entire premium for the plan is paid by NEA and its state affiliates.

This summary is being furnished in compliance with the Employee Retirement Income Security Act of 1974 (ERISA). As participants in the EEL Program, you are entitled to certain rights and protections under ERISA. These rights are summarized in Part VII of this summary.

II. GENERAL INFORMATION

PLAN NAME/SPONSOR The Plan is generally known as the NEA Educators Employment Liability Program ("EEL Program"), and is sponsored by the National Education Association of the United States (NEA), 1201 Sixteenth Street, N.W., Washington, DC 20036, for its members.

TYPE OF PLAN/IDENTIFICATION NUMBERS The EEL Program is a welfare plan providing accident liability insurance and reimbursement for attorney fees and court costs. NEA has been assigned identification number 530115260 by the Internal Revenue Service. NEA has assigned Number 523 to this Plan.

ADMINISTRATION/PLAN ADMINISTRATOR The EEL Program is administered by NEA pursuant to resolutions adopted by its Board of Directors and Executive Committee and pursuant to agreements between Horace Mann and NEA. Communications concerning any aspect of the Program should be addressed to Educators Employment Liability Program, c/o NEA, Teacher Rights, 1201 Sixteenth Street, N.W., Washington, DC 20036. The telephone number of NEA Teacher Rights is (202) 833-4267.

SERVICE OF PROCESS If legal action involving the Program is necessary, legal process may be served upon the Plan Administrator. The person designated as agent for service of legal process is Lynn Ohman, c/o NEA, Teacher Rights, 1201 Sixteenth Street, N.W., Washington, DC 20036.

TRUSTEES / COLLECTIVE BARGAINING AGREEMENT Since all assets of the Program consist of insurance contracts and funds held by a licensed insurance company, there is no trust under the Program and no trustees. In addition, the EEL Program has *not* been established and is not being maintained pursuant to the terms of any collective bargaining agreement with any employer.

III. ELIGIBILITY

MEMBERS All NEA members, including members of state and local affiliates, and retired life members are automatically covered by the EEL Program. Your state education association may elect to purchase additional coverage for associate state members. Life members of the NEA who are not affiliated with a state and local NEA affiliate are entitled to the basic limit of liability, $250,000, under Coverage A (see below) of the EEL Program.

IV. COVERAGE

ACCIDENT LIABILITY Under the EEL Program, you are entitled to reimbursement for damages, up to a maximum of $250,000 ($500,000 or $750,000 if your state association purchases additional coverage), and legal expenses incurred to defend you, as a result of certain "accidents" which occur in the course of your employment. An "accident" is an act which inflicts damages to someone other than yourself. The phrase "course of employment" means while you are engaged in activity which was undertaken pursuant to the terms of the employment contract or the request or approval of your supervisor. (Coverage A)

EXCLUSIONS You are *not* covered if the suit against you is:

- brought by another employee of an educational unit;
- based upon liability which you have expressly assumed under any contract or agreement;
- seeking solely declaratory, injunctive, and/or similar nonmonetary relief;
- any violation of the criminal law, except civil damages arising out of your use of corporal punishment.

Certain activities are also excluded from coverage under the EEL Program including:

- the rendering of medical services except by licensed school nurses and physical therapists;
- a publication or utterance of defamatory statements;
- ownership, maintenance, operation, use, loading, or unloading of any vehicles *except:*

1) driver training instructors in the course of their work;
2) vocational education instructors engaged in teaching shop; and

Deadline Set for NEA Candidates

April 1 is the deadline for advance filing for candidates for NEA office who wish to have pictures and candidate statements published in the *NEA Reporter*. Information for candidates, including the official filing form, may be obtained from the NEA Executive Office.

NEA officers to be elected at the 1980 Annual Meeting are secretary-treasurer and two members of the Executive Committee. The Annual Meeting is scheduled for July 1-6 in Los Angeles.

Submission of filing forms does not constitute nomination for office. Nominations will take place during the first meeting of the Representative Assembly.

Candidates for secretary-treasurer or Executive Committee member shall have been Active or Educational Support members of NEA for two years immediately preceding the election. Time spent by an Educational Support member in a membership category that is now encompassed in whole or in part by the Educational Support membership category shall be counted for purposes of the two-year requirement.

Teachers Sell Cookbooks To Pay Fines

NORWOOD, MASSACHUSETTS—Teachers in New England are selling cookbooks to raise money to pay fines that originally totaled more than $1 million.

The heavy fines were imposed on two local education associations following lengthy teacher strikes in Bridgeport, Connecticut, and Fall River, Massachusetts.

The cookbook—"What's Cooking in New England"—contains 95 pages of recipes gathered by teachers from their family kitchens. The recipes range from Cape Cod stuffed quahogs and Yankee Noodle Dandy to Maine stuffed lobster.

You Can Help—Find Out Today What's Cooking in New England. Buy a cookbook for yourself and more for gifts.

Make check or money order payable to "N.E.T.T.F."
Mail to New England Teachers' Trust Fund,
Box 112, Norwood, Mass. 02062

Please send me ______ cookbook(s).
Donation for each—$5.95
(Shipping and handling included).

Total Amount $ ______
Name ______
Address ______
City/State ______ Zip ______
Name of Organization ______

Tax Guide Available in January

WASHINGTON, D.C.—A new edition of NEA's popular *Income Tax Guide for Teachers* will be available to members after January 4, 1980. The books sell for $3.75 per copy and are offered to local associations at bulk order discounts.

Individual orders for the 1979 edition of the tax guide should be sent to: NEA Distribution Center, The Academic Bldg., Saw Mill Road, West Haven, CT 06516 (include stock #1386-7-OD). Bulk rate queries should be directed to: Gordon H. Felton, Manager, NEA Publishing, at NEA Center.

Carr Scholarships Promote Studies of Association Work and Education

WASHINGTON, D.C.—February 1 is the application deadline for two $2,500 awards for projects which develop leadership in the teaching profession; promote, aid, or study international or comparative education; strengthen independent professional organizations; or improve some aspect of professional association work.

The awards are funded through NEA's William G. Carr scholarship program. 1980 is the first year the scholarships will be presented to two people.

Applicants should be NEA members, local or state staff employees, or teachers from another country. Applications and further information are available from: William G. Carr Scholarships, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036.

---

3) classroom teachers while supervising students entering or exiting a school bus.

- misuse of public and/or private funds;
- sale of food products or other goods manufactured by or under your supervision;
- use of firearms, except when physically restraining a student who is threatening others with firearms.

These are the major exclusions under this Program. Please consult the certificate of insurance for further details.

LEGAL AND DEFENSE FEES You will be reimbursed for the following:

- Up to a maximum of $10,000 per occurrence for attorney's fees and expenses incurred in the defense of any criminal proceeding arising out of your employment except if the proceeding arises out of an action against another employee or educational unit. Unless the proceeding is the result of your use of corporal punishment, you must be exonerated in order to receive reimbursement. (Coverage B-1)
- Up to a maximum of $2,500 per occurrence for attorney's fees and expenses incurred in the defense of any legal proceeding based on an alleged violation of a civil rights statute. (Coverage B-2)
- Up to $1,000 for bail bond premium as the result of an event occurring during your employment. (Coverage C)

ASSAULT—RELATED PERSONAL PROPERTY DAMAGE You will be paid up to $250 for the damage or destruction of your own property or property in your custody if you are assaulted at school or while engaged in an authorized school activity. Such damages must exceed coverage provided by any homeowner's policy, and there will be no coverage for damage or destruction of a vehicle of any kind and for any property owned, leased or rented by an educational unit. (Coverage D)

V. TERMINATION OF COVERAGE

Coverage under the EEL Program will be terminated or reduced under the following circumstances: If you cease to be an NEA member; NEA decides to discontinue the EEL Program as a whole; or, if your state affiliate elects to reduce or eliminate excess or supplementary coverage. Termination will not affect amounts due for claims arising prior to termination.

VI. CONTRIBUTIONS

SOURCE/AMOUNT/MEDIUM NEA and your state association pay the entire cost of the EEL Program. NEA pays the premium on the first $250,000 of liability coverage and your state association pays the premium on excess liability coverage up to $750,000. The amount is determined by the NEA and the insurance company.

This is an unfunded welfare plan. All contributions made by NEA and its state affiliates are applied to pay the premiums on the insurance policy issued by Horace Mann.

PLAN YEAR The Program's fiscal records are maintained on the basis of an accounting year which ends on August 31 of each calendar year.

VII. CLAIMS

INITIAL PROCEDURES If there is a claim for any benefits under the Program, you are to contact your state association's EEL coordinator within a reasonable time period and provide a copy of any and all relevant legal documents and a summary of the incident. The state EEL coordinator will thereupon forward to you the appropriate forms to fill out.

Should you be unable to contact your state association's EEL coordinator, you are to send a copy of all legal documents and the description of the events directly to Horace Mann, Special Risk Unit, 1 Horace Mann Plaza, Springfield, Illinois 62715.

REVIEW OF DENIED CLAIMS If you or any other person making a claim under the Program and NEA or the insurance company do not agree that benefits are payable, or do not agree as to the amount of the benefits payable, you should clearly state your objection(s) in a letter to NEA within sixty (60) days of the event. A grievance panel organized by the NEA Board of Directors will review your complaint. Direct your correspondence to Lynn Ohman, Manager, Teacher Rights, NEA, 1201 Sixteenth Street, N.W., Washington, DC 20036.

VIII. YOUR RIGHTS UNDER ERISA

As a participant in the EEL Program, you are entitled to certain rights and protections under ERISA. ERISA provides that all Program participants have the following rights:

- You have the right to examine, without charge, at the offices of NEA Teacher Rights, 1201 Sixteenth Street, N.W., Washington, DC 20036, all Program documents, including the insurance contract (with riders and amendments) with Horace Mann and the pertinent resolutions adopted by the NEA Board of Directors and Executive Committee for the administration of the Program. You may also examine, without charge, copies of all documents pertaining to the Program filed by NEA with the U.S. Department of Labor, such as detailed annual reports and plan descriptions.
- You have the right to obtain copies of all Program documents and other Program information upon written request to NEA Teacher Rights at the above address. NEA Teacher Rights may make a reasonable charge for the copies.
- You are entitled to summary financial reports for the year beginning August 31, 1978, when they become available.

In addition to creating rights for you, ERISA imposes duties on NEA and Horace Mann in its operation of the EEL Program. NEA is a "fiduciary." It has a duty to operate the Program prudently and in your interest. No one can prevent you from obtaining the insurance benefits to which you are properly entitled under the Program or from exercising your rights under ERISA. If your claim for a benefit is denied in whole or in part, you must receive a written explanation from Horace Mann for the denial. You have the right to have Horace Mann review and reconsider your claims. Under ERISA, there are steps you can take to enforce your rights. For instance, if you request Program materials to which you are entitled under ERISA and do not receive them within 30 days, you may file suit in federal court. In such a case, the court may require NEA to provide the materials and pay you up to $100 a day until you receive the materials, unless the materials were not sent because of reasons beyond NEA's control. If you have a claim for benefits which is denied or ignored, in whole or in part, you may file suit in a state or federal court. If it should happen that Program fiduciaries misuse the Program's money, or if you are discriminated against for asserting your rights, you may seek assistance from the U.S. Department of Labor, or file suit in federal court. The court will decide who will pay court costs and legal fees. If you are successful, the court may order the person you have sued to pay these costs and fees. If you lose, the court may order you to pay these costs and fees, for example, if it finds your claim frivolous. If you have any questions about the EEL Program, contact NEA Teacher Rights. If you have any questions about this statement or about your rights under ERISA, contact the nearest Area Office of the U.S. Labor Management Services Administration, Department of Labor.

NEA Board of Directors Roll-Call Votes

At its February 1975 meeting, the NEA Board of Directors voted to require that the roll-call votes of the Board be published in the *NEA Reporter*.

Three such votes were taken by the Board at its September 28-29, 1979, meeting. The three votes (numbered 1, 2, and 3) appear here.

Because of copy deadlines for this issue of the *Reporter*, the votes are unofficial. Any official corrections will be reported in a later issue.

Subjects of Roll-Call Votes:

#1—To support President Carter in primary elections. (118-YES, 4-NO, 6-ABSTAIN, 1-ABSENTEE)

#2—To authorize an expenditure in the amount of $75,000 from contingency funds to offset a deficit in the budget for the regional leadership conference program. (95-YES, 29-NO, 2-ABSTAIN, 2-NOT VOTING, 1-ABSENTEE)

#3—To appropriate $110,000 for a celebration in recognition of the establishment of a cabinet-level Department of Education. (117-NO, 4-YES, 0-ABSTAIN, 7-NOT VOTING, 1-ABSENTEE)

Statements and Positions Regarding Roll-Call Votes:

Roll Call Vote #1—

The directors for Pennsylvania submitted the following statement regarding their abstentions on the issue:

"The abstentions of the NEA directors from Pennsylvania do not reflect opposition to support of President Carter; however, the directors have been unable to comply with state PACE guidelines because of time constrains."

Roll-Call Vote #2—

Gene Duckworth requested that his negative position be recorded.

Ethel Peterson, director for Kansas, abstained from voting and requested the following statement be recorded:

"I abstained from voting because I feel this information was new and distributed too late to debate the issue: the issue of regional leadership conferences possibly being held in non-ERA states. I believe this should certainly be considered."

KEY: "Y" voted in favor of the issue
"A" abstained on the issue
"NV" not voting
"N" voted in opposition to the issue
"O" absent from meeting
* Alternate director

NAME	STATE	ROLL-CALL VOTE # 1	2	3
Butler	Ala.	Y	Y	N
Dotson	Ala.	Y	Y	N
Potter	Alaska	Y	Y	N
Beachem	Ariz.	Y	Y	N
Guy	Ariz.	Y	Y	N
Watson	Ark.	Y	Y	N
Edwards	Calif.	0	0	0
Estrellas	Calif.	Y	N	N
Foglia	Calif.	Y	Y	N
Hodgkins	Calif.	Y	Y	N
Kuiper	Calif.	Y	Y	N
Logue	Calif.	Y	N	N
Shaw	Calif.	Y	N	NV
Tinson	Calif.	Y	Y	N
Vick	Calif.	Y	Y	N
Bradshaw	Colo.	Y	Y	N
Lansford	Colo.	Y	Y	N
Rossomando	Conn.	Y	Y	N
Waller	Conn.	Y	Y	N
Gates	Dela.	0	0	0
Brown*	Dela.	Y	Y	N
Coluzzi	D.C.	Y	Y	N
Scott	Fla.	Y	Y	N
Wilson	Fla.	Y	Y	N
Scott	Ga.	Y	Y	N
Wright	Ga.	Y	Y	N
Elento	Hawaii	Y	Y	N
Ducker	Idaho	Y	Y	N
Barrow	Ill.	Y	Y	Y
Betterman	Ill.	Y	Y	N
Mack	Ill.	Y	N	N
Mishler	Ill.	Y	N	N
Hock	Ind.	Y	N	N
Halliburton	Iowa	Y	N	N
Mitchell	Iowa	Y	N	N
Peterson	Kans.	Y	A	N
Steele	Kans.	Y	N	N
Harvey	Ky.	Y	Y	N
Nall	Ky.	Y	Y	N
Kelly	La.	Y	Y	N
Norton	La.	Y	Y	N
Sullivan	Maine	Y	Y	N
Elliott	Md.	Y	Y	N
Jones	Md.	Y	Y	N
Dunn	Mass.	Y	Y	NV
Gilmore	Mass.	N	Y	N
Taylor	Mass.	Y	Y	N
Schutt	Mass.	Y	N	N
Christian	Mich.	Y	N	N
Duckworth	Mich.	Y	NV	N
Kosa	Mich.	Y	N	N
Safronoff	Mich.	Y	N	N
Smith	Mich.	Y	N	N
Bauermeister	Minn.	Y	N	N
Holman	Minn.	Y	N	Y
Newton	Minn.	Y	N	N
Woods	Miss.	Y	Y	N
Keeling	Mo.	Y	N	N
Johnson	Mont.	Y	Y	Y
Kaldahl	Nebr.	Y	N	N
Conrad	Nev.	Y	N	N
Jenis	N.H.	Y	Y	N
Blackburn	N.J.	Y	Y	N
Gibson	N.J.	Y	Y	N
Parish	N.J.	Y	Y	N
Ward	N.J.	Y	Y	N
Goldman	N.J.	Y	Y	N
Smith	N. Mex.	Y	Y	N
Pisa	N.Y.	0	0	0
Koblitz*	N.Y.	Y	Y	NV
Washington	N.Y.	Y	Y	NV
Jones	N.C.	Y	Y	N
Rader	N.C.	Y	Y	N
Wilson	N.C.	Y	Y	N
Larson	N.D.	Y	N	N
Luddeke	Ohio	Y	Y	N
Potts	Ohio	Y	Y	N
Savage	Ohio	Y	Y	N
Willcox	Ohio	Y	Y	N
Dyer	Okla.	Y	Y	N
Fulton	Okla.	Y	Y	N
Lawrence	Ore.	Y	N	N
Wiper	Ore.	Y	N	N
Rollins	OV	Y	Y	N
Angle	Pa.	A	Y	N
Burse	Pa.	A	Y	N
Farr	Pa.	A	Y	N
Wyland	Pa.	A	Y	N
Mechlowitz	Pa.	A	Y	N
del Valle	P.R.	Y	Y	N
Mello	R.I.	Y	Y	N
Cooper	S.C.	Y	A	N
Kanapaux	S.C.	Y	Y	N
Horgen	S.D.	Y	Y	N
Akers	Tenn.	Y	Y	NV
Martin	Tenn.	Y	Y	N
Pike	Tenn.	Y	Y	N
Brock	Texas	Y	Y	N
Foster	Texas	Y	N	N
Harrell	Texas	Y	Y	N
Hilger	Texas	Y	N	N
Hunt	Texas	Y	N	N
Reininger	Texas	Y	Y	N
Chatterton	Utah	Y	Y	N
Chaffee	Vt.	Y	N	N
Coffey	Va.	A	Y	N
Nelson	Va.	Y	Y	N
Gant	Va.	Y	Y	N
Peterson	Wash.	Y	Y	N
Wahlquist	Wash.	Y	Y	N
Keeney	W. Va.	Y	Y	N
Lewandowski	Wisc.	N	Y	N
Niemeier	Wisc.	N	Y	Y
Stephenson	Wisc.	N	Y	NV
Anderson	Wyo.	Y	N	N
Benson	At Large	Y	Y	N
Deaton	At Large	Y	Y	N
Futrell	At Large	Y	Y	N
Sproul	At Large	Y	Y	N
Kroll	SNEA	Y	Y	N
Plata	SNEA	Y	NV	N
Underwood	SNEA	Y	Y	N
Bowser	Ex. Com.	Y	Y	N
Bruch	Ex. Com.	Y	N	N
Fujimori	Ex. Com.	Y	Y	N
Owens	Ex. Com.	Y	Y	N
Woodard	Ex. Com.	Y	Y	N
Wynn	Ex. Com.	Y	Y	NV
McGarigal	Ex. Com.	Y	Y	N
Freitag	Ex. Com.	Y	Y	N
McGuire	Ex. Com.	Y	Y	N

Give yourself the gift of travel this Easter...
and put a new egg in your basket of memories.

NEA Travel offers the best spring vacation travel programs it can find for the value. Remember—when you travel the NEA Travel Service way, you travel with security!

SEND TO:
NEA Travel Service
1700 K Street, N.W.
Suite 306
R-12-79 Washington, D.C. 20006

Please send me detailed itineraries on the following 1980 Spring tours.

Name ____________
Address ____________
City ________ State ________ Zip ________
Phone: Home ____________
Office ____________
(Please include Area Code)

Travel Coupon to the World for both active and retired NEA members

Directions:
1. Check off those travel programs that interest you and you'll receive (a) complete itineraries including *all departure cities, prices, day-to-day activities,* and (b) registration forms.
2. Fill in the coupon to receive your travel information and be placed on the permanent mailing list.
3. Tear out this page and send to: NEA Travel Service, 1700 K Street, N.W., Suite 306, Washington, D.C. 20006.

NEA Travel Service features:
- *24-hour toll-free answering service 800-424-1050*
- *Security of member payments*
- *Open to active and retired teachers, their families and invited friends*
- *Economy, first class tours*
- *Supervised refund policies*
- *Various departure cities*
- *Low cost travel insurance (trip cancellation, baggage and health)*

Leisure Tours for R&R (Rest and Relaxation)

Tour	Days	Dates	Cost	Departure City
☐ Mexico/Taxco/Acapulco	8	3/29-4/5; 4/5-4/12	From $258 (land portion) Air cost on request	All major cities
☐ Mazatlan	8	3/29-4/5; 4/5-4/12	$311	Dallas
☐ Puerto Vallarta	8	3/29-4/5; 4/5-4/12	$362	Dallas
☐ London (Theatre)	8	4/4-4/11*	$826	New York
☐ London & Paris (Theatre)	8	4/4-4/11*	$876	New York
☐ Israel & Egypt	12	3/29-4/9	$1,370	New York
☐ Israel (Easter in Jerusalem)	8	3/29-4/5*	$1,226	New York
☐ Egypt	8	3/29-4/5*	$1,199	New York
☐ Monte Carlo	8	3/29-4/5	$599.95	Washington (Dulles)
	8	4/5-4/12	$639.95	Pittsburgh
☐ Martinique	8	3/30-4/6	$499.95	Cleveland/Columbus
	8	4/6-4/13	$399.95	Boston/Philadelphia
☐ St. Maarten	8	3/29-4/5	$499.95	Boston/Philadelphia
	8	4/5-4/12	$469.95	Boston/Philadelphia
☐ Aruba	8	3/29-4/5	$499.95	Boston/Philadelphia
	8	4/5-5/12	$469.95	Boston/Philadelphia
☐ Hawaii (Waikiki)	8	4/5-4/12	From $552	All major cities
☐ Hawaii (Waikiki/Kauai)	8	4/5-4/12	From $640	All major cities
☐ Costa Del Sol (Spanish Riviera)	8	4/5-4/12	$736	New York
☐ Curacao	8	4/2-4/9	$509.94	Chicago
	8	4/9-4/16	$459.94	Boston
☐ Colombia	8	3/26-4/2 & others	$399.95	Boston
☐ Montego Bay	8	4/1-4/8	$359.95	New York
☐ Freeport	8	4/1-4/8; 4/8-4/15	$299.95	Philadelphia/New York
☐ Caribbean Cruise S.S. Calypso	8	4/6-4/13	$690 & up Cruise Only (Air supplements available)	Miami
☐ Tahiti	7	4/4-4/11	$749	Los Angeles

*Late evening departure so you are at your destination as early as possible on April 5, ready for Easter April 6.

Easter Feature Professional Tours

☐ *CHINA*—Peking, Hefei, Wusih, Suchow, Shanghai, Canton—plus stopovers in Tokyo and Hong Kong—16 Days, April 1-17 San Francisco/Seattle—$2,450; New York—$2,655; Chicago—$2,599

This is the year of the International Family and this is a special NEA tour to study the Chinese family. Sightsee, shop, but travel with a special interest and with exciting colleagues. Visit the Great Wall, Summer Palace, Heavenly Temple, Ming Tombs, etc. See the performing arts, communes, athletic contests and much more. Three graduate credits available with the possibility of a tax deduction.

☐ *CUBA*—9 Days—April 5-13 Miami—$775 (Inclusive)

NEA has arranged a *first time* member tour to visit Cuba where you will enjoy the sights of Havana—including a night at the world famous Tropicana with its show extravaganza, a day on a rural cooperative, and time for Cuba's beautiful beaches. As NEA envoys, you will be the guest of the Minister of Education, confer with Communist Party members, Federation of Cuban Women and many more. Graduate credit will be available with the possibility of a tax deduction.

Other Special Travel Programs

☐ *OBERAMMERGAU—PASSION PLAY*—Summer, 1980—New York—$1,695

NEA Travel Service is delighted to offer two 14-day tours to Oberammergau including the Passion Play.

☐ *MARCH IN CHINA*—San Francisco/Seattle—$2,470; Chicago—$2,626; New York—$2,675 Northwest Airlines—18 Days

March (1980) is a marvelous month to visit China and meet with Chinese educators. Visit four Chinese cities—Peking, Shanghai, Canton and Hangchow, plus three days in Hong Kong and overnight in Tokyo.

☐ *JANUARY CRUISE*
- Fabulous low cost Caribbean Cruise
- Fort Lauderdale to Los Angeles, 14 ports (29 Days), as low as $1,925 + port taxes
- Fort Lauderdale to Acapulco, 11 ports (21 Days), as low as $1,495 + port taxes
- Sail on the USS Universe, an 18,000 ton, modern, attractively appointed, fully air conditioned ocean liner built in the U.S.A. and registered in Liberia.

UNIFIED SPECIAL SERVICES
NEA...Working together

UNIFIED MEMBERS ONLY

CHOOSE 5 FOR $1

when you join the NEA/Literary Guild

—Books worth up to $97.70 in publishers' editions!

Leon F. Litwack BEEN IN THE STORM SO LONG THE AFTERMATH OF SLAVERY
ROOTS The Saga of an American Family ALEX HALEY
Born With The Century William Kinsolving
Stephen King THE DEAD ZONE
SPHINX ROBIN COOK
TINSEL WILLIAM GOLDMAN
HERMAN WOUK War and Remembrance
SELENA ERNEST BRAWLEY

1933 $20.00 · 0943 $12.50 · 9019 $12.50 · 3996 $11.95 · 6692 $10.95 · 2113 $10.95 · 3848 $15.00 (2 vols., counts as one selection) · 8482 $10.95

Destinies A NOVEL BY PETER BART & DENNE BART PETITCLERC
TO THE HONOR OF THE FLEET ROBERT H. PILPEL
STEALING HEAVEN The Love Story of Heloise and Abelard MARION MEADE
Arthur M. Schlesinger, Jr. Robert Kennedy and His Times
Mary Stewart The Last Enchantment
EMPIRE The Life, Legend, and Madness of Howard Hughes
Joseph Heller Good as Gold
JACK HIGGINS DAY OF JUDGMENT

1735 $15.00 · 1453 $12.95 · 2063 $9.95 · 5348 $19.95 (2 vols., counts as one selection) · 4937 $11.95 · 4382 $15.95 · 0976 $12.95 · 2782 $8.95

A Woman of Substance Barbara Taylor Bradford
PETER BENCHLEY ISLAND
LAUREN BACALL By Myself
I'm Dancing as Fast as I Can
FOR WHOM THE BELL TOLLS HEMINGWAY
THE SUN ALSO RISES HEMINGWAY
A FAREWELL TO ARMS HEMINGWAY
Roll of Thunder, Hear My Cry
Second Generation Howard Fast
SAVED! BY WILLIAM HOFFER

4960 $12.95 · 2550 $8.95 · 1610 $10.95 · 6148 $9.95 · 0182 $19.85 (3 vols., counts as one selection) · 5439 $7.95 · 4945 $10.95 · 5447 $11.95

BROTHER RAY RAY CHARLES' OWN STORY
Badge of the Assassin
RUMORS OF PEACE Ella Leffland
NURSE by PEGGY ANDERSON
FACE VALUE RON POWERS
Albert Einstein THE HUMAN SIDE
IRVING WALLACE THE PIGEON PROJECT
THE INNER CIRCLE JONATHAN FAST

4648 $9.95 · 0893 $10.95 · 7369 $10.95 · 0257 $10.95 · 4242 $9.95 · 3822 $8.95 · 1644 $10.95 · 4515 $8.95

MORE CRITICALLY ACCLAIMED BOOKS TO CHOOSE FROM:

0570. **102 FAVORITE PAINTINGS BY NORMAN ROCKWELL** Illus. ($17.95)

2519. **GREAT TREASURES OF POMPEII AND HERCULANEUM** by Theodore H. Feder. Illus. ($17.50)

3939. **MOMMIE DEAREST** Christina Crawford. Photos. ($9.95)

5405. **FROM THE OCEAN TO THE SKY** by Edmund Hillary. ($12.95)

4143. **THE PEOPLE'S ALMANAC™ #2** D. Wallechinsky & I. Wallace. Photos. ($19.95)

2279. **MANHATTAN** Neal Travis. Explicit sex. ($10.00)

3293. **RICHARD SCARRY'S BEST LITTLE BOOKS EVER** Softcover. ($7.60) (8 vols., counts as one selection)

0919. **THE BODY IN QUESTION.** Jonathan Miller. Illustrated. ($15.95)

1545. **DRESS GRAY** Lucian K. Truscott IV. ($10.95)

3434. **THE ANN LANDERS ENCYCLOPEDIA A to Z** by Ann Landers. ($17.50) (2 vols., counts as one selection)

4929. **THE WOMEN'S BOOK OF WORLD RECORDS AND ACHIEVEMENTS** ed. by Lois D. O'Neill. Illus. Softcover. ($9.95)

3376. **PROTEUS** by Morris West. ($9.95)

nea Literary Guild

FREE GIFT For Joining! Join now and get this big 11" x 15¾" tan, zippered NEA/Literary Guild Tote Bag made of vinylized rayon. *It's yours to keep even if you don't remain a member.*

UNIFIED SPECIAL SERVICES

NEA...Working together

UNIFIED MEMBERS— JOIN NOW TO ENJOY THESE BENEFITS

- **5 Books for $1** (plus shipping and handling) on joining—worth up to $97.70 in publishers' editions. This special offer is for UNIFIED Members of the Association only.
- **No Minimum Number of Books in a Year:** You agree to buy just 4 more books at low club prices from the hundreds offered—whenever *you* want them. You'll save up to 40% off publishers' edition prices on the latest best sellers—all delivered right to your door.
- **Exclusive NEA Discount Plan:** For every 4 books you purchase, you will receive an NEA $5.00 Discount Certificate good toward any book in the Literary Guild magazine.
- **Free NEA/Literary Guild Tote Bag.**
- **No-Risk Guarantee:** Return the 5 books within 10 days and owe nothing.

HOW NEA/LITERARY GUILD MEMBERSHIP WORKS

Upon acceptance of your application, you will begin to receive the Literary Guild magazine about every 4 weeks (14 times a year). Each issue describes a new Featured Selection plus a top variety of Alternates. The Guild offers its own complete, hardbound editions, sometimes altered in size to fit special presses and save members even more—up to 40% *off* publishers' edition prices (plus shipping and handling). If you wish to receive the Featured Selection, do nothing. It will be shipped automatically. If you prefer an Alternate or no book at all, fill out the convenient form always provided and return it within the time period specified—which allows at least 10 days to study the club magazine. If because of late delivery of your magazine you receive an unwanted book, you may return it at the Guild's expense. In addition, up to 4 times a year you may receive offers of special Selections, always at substantial savings off publishers' edition prices. You may resign your membership at any time after taking 4 more books at regular low club prices (plus shipping and handling), or you may remain a member for as long as you wish with no further obligation to buy additional books.

To enroll, simply complete and mail the adjacent coupon. You have 10 days to examine your introductory books without obligation. If you decide to keep them, pay just $1 plus shipping and handling. But if for any reason you are dissatisfied, simply return them to cancel your membership. Either way, the Tote Bag is yours to keep, with our compliments.

If You Are Already a Member of the Guild: You can convert to the NEA/Literary Guild book club plan by giving us your current club account number in the enrollment coupon. We cannot send you 5 books for $1 or the Tote Bag, but we will send you the comprehensive 2-volume *Encyclopedia of World Travel* FREE! And you will then be entitled to earn NEA Discount Certificates.

R 12-79

THE LITERARY GUILD, Dept. NEA, Garden City, N.Y. 11530

Please accept this application for membership in the NEA/Literary Guild Book Club. Send me the 5 books indicated by code number in the boxes below and bill me just $1 plus shipping and handling. I agree to the UNIFIED Plan as described in this ad and understand that I need buy only 4 more books at regular low club prices whenever I want them, after which I may resign or remain a member as long as I wish.

NO-RISK GUARANTEE: If I am not completely satisfied with my 5-book introductory package, I may return it within 10 days. Membership will be canceled—and I will owe nothing.

Signature ______________________

(Offer not valid without signature)

Write 5 Book Code numbers here:

☐ ☐ ☐ ☐ ☐

Mr./Mrs./Miss/Ms. ______________________

Address ______________________ Apt. ________

City/State ______________________ Zip ________

Position/Level ______________________

To convert to the UNIFIED Program if you are already a Literary Guild member, give your present book club account number for your welcome gift.

☐☐ ☐☐☐ ☐☐☐☐☐☐

OFFER GOOD IN U.S.A. ONLY

NEA IN-HOSPITAL BENEFIT PLAN PAYS YOU $40, $60 or $80 PER DAY

This economical Group Insurance Plan will help you meet today's escalating hospital costs.

Now, with your Association's exclusive In-Hospital Benefit Plan, you and your family can have insurance coverage that helps alleviate this situation — and at a very reasonable cost. Your Association is sponsoring this particular plan because it was created specifically with you and your needs in mind. It is designed to be — and we believe it is — one of the best and most comprehensive plans of its kind available.

Features:

- Benefits paid in *addition* to any other insurance coverage you may have, with payments made directly to you unless you specify otherwise.
- Guaranteed acceptance — no medical examination or health questionnaires required. (Note, however, the provision concerning "pre-existing conditions.")
- Your spouse and children are eligible.
- Benefits doubled for intensive care and for cancer patients.
- Convalescent benefits included.
- 24-hour, world-wide coverage.

Eligibility:

All unified members of the Association under age 65, their spouses and their dependent children are eligible. This includes all newborns, unmarried children, and legally adopted, foster and stepchildren over 14 days and under 23 years of age, provided they are fully dependent upon you for support and maintenance.

After 65:

After the enrolled member attains age 65, the coverage will *automatically* convert to a Medicare Supplement Plan, regardless of which benefit you have selected. This supplemental plan is outlined in detail in the certificates of insurance.

You can enroll now at new, lower rates.

All premiums have recently been reduced by approximately 15%, and are payable semiannually. The actual premium is based on your age, the daily benefit you select and the family members you want included.

Semiannual Premiums

Costs are based on member's age and increase when member reaches the next age bracket.

Daily Benefit		Member's Age					
		Under 30	30-39	40-49	50-59	60-64	65 & Over
$40	Member Only	$ 24.10	$ 28.50	$ 38.50	$ 64.10	$ 80.50	
	Member & Spouse	47.70	56.50	76.50	127.70	160.50	
	Member, Spouse, Children	61.30	70.10	86.90	136.50	169.30	
	Member & Children ($20 benefit for each child)	37.70	42.10	48.90	72.90	89.30	
$60	Member Only	35.90	42.50	57.50	95.90	120.50	
	Member & Spouse	71.30	84.50	114.50	191.30	240.50	
	Member, Spouse, Children	91.70	104.90	130.10	204.50	253.70	
	Member & Children ($30 benefit for each child)	56.30	62.90	73.10	109.10	133.70	
$80	Member Only	47.70	56.50	76.50	127.70	160.50	
	Member & Spouse	94.90	112.50	152.50	254.90	320.50	
	Member, Spouse, Children	122.10	139.70	173.30	272.50	337.10	
	Member & Children ($40 benefit for each child)	74.90	83.70	97.30	145.30	178.10	
Medicare Supplement Plan*	Member Only	—	—	—	—	—	$ 80.50
	Member & Spouse	—	—	—	—	—	160.50
	Member, Spouse, Children	—	—	—	—	—	169.30
	Member & Children	—	—	—	—	—	89.30

*Available only to Insured members who enrolled before attainment of age 65.

Your In-Hospital benefits begin the very first day you enter the hospital.

Depending on which plan you select, you will receive either $40, $60 or $80 each and every day of your hospitalization — for up to 365 days if necessary — for any covered illness or injury. These payments are made directly to you, unless you specify otherwise.

Example: 31 days hospitalized × $80 = $2,480 you can spend in any way you choose.

Dependents' benefits:

You may purchase benefits for your spouse and dependent children. A benefit equal to the one you select for yourself is payable for an enrolled spouse, if hospitalized. A benefit equal to one-half of the one you select for yourself is payable for dependent children, if hospitalized.

Since cancer is expensive to treat, cancer patients receive double benefits.

If you are under 65 and being treated for diagnosed cancer, your benefits are automatically doubled.

Intensive care usually costs twice as much, so you receive twice the benefits.

Intensive care units give you round-the-clock medical attention and care—at a very high cost. So now, for a period of up to seven days, your hospital benefits for intensive care are doubled.

Benefits payable during convalescence:

Very often, you reach a stage in your recovery where hospital care is no longer necessary and home care isn't quite sufficient. With this plan, you will receive 50% of your selected daily benefits for 30 days while you continue your recovery at a convalescent center.

Each unrelated illness means a claim, good for another 365 days.

Each separate physical condition requiring hospitalization is covered for 365 days. If, for example, your hospital stay lasts three weeks, you have 344 days left of coverage. If your illness recurs within a six-month period and you again require hospitalization, the remaining 344 days are still available if necessary. After a six-month period of non-hospitalization elapses, you are again eligible for a full 365 days of benefits for the same condition or any other unrelated illness or injury.

Here's what is not covered:

- Clinic and out-patient care are not covered. (To be considered "hospitalized," you must be charged for one day's room and board.)
- Hospitalization for pregnancy, intentionally self-inflicted injury, cosmetic surgery — except for repair or alleviation of damage to the natural body caused solely by injury.
- Hospitalization caused by any act of war.
- Hospitalization in an institution operated by the government or any of its agencies for which no charge is made.

Pre-existing conditions will not be covered initially. "Pre-existing conditions" are those for which you have received medical treatment or advice within the 12 months *prior* to the effective date of your coverage. However, you are eligible for benefits when a period of 12 consecutive treatment-free months has elapsed from the time of enrollment, or until you've been insured under the Plan for two years, whichever comes first.

Of course, even if you have a "pre-existing condition," all other unrelated illnesses requiring hospitalization will be covered from the beginning.

Your coverage will not be terminated because of age or the number of claims submitted.

As long as the Master Contract between NEA and the insurance company is in effect, your coverage will not be terminated provided: (1) you pay the premium; (2) you maintain membership in the NEA; and (3) you do not enter the Armed Forces for more than 30 days of active service.

How to enroll:

1. Complete the simple enrollment form. Send no money now. You will be billed later.
2. Remember: a) Select the appropriate benefit amount ($40, $60 or $80), and b) Specify which family members you want covered.

After we receive your enrollment form we will send you a kit containing your insurance certificate, claim forms, instructions on how to apply for benefits and a form enabling you to make future changes in your plan. Also in the kit, you will find a bill for your first premium.

Coverage will become effective on the first day of the month following receipt of your properly completed enrollment form. Remember, *acceptance is guaranteed*.

An exclusive and very special plan available only to unified members and their families.

This plan is sponsored and supervised by
NEA Special Services.

UNIFIED SPECIAL SERVICES
NEA...Working together

This plan is jointly underwritten by:

INA
LIFE INSURANCE COMPANY
OF NORTH AMERICA,
PHILADELPHIA, PA.

insuring America's Teachers Horace Mann
Underwritten by:
Horace Mann Life Insurance Company

NEA IN-HOSPITAL BENEFIT PLAN ENROLLMENT FORM—SEND NO MONEY NOW R 12-79

Mail to: Life Insurance Company
of North America
Regular NEA In-Hospital Benefit Plan
P.O. Box 7768
Philadelphia, PA. 19101

I hereby apply for NEA In-Hospital Benefit Plan based on the following statement. (Please print or type)

BENEFIT DESIRED (check one)

☐ **$40** ☐ **$60** ☐ **$80** ☐ Member only ☐ Member & Children Only ☐ Member & Spouse ☐ Member, Spouse & Children

1. Name ____________________

2. Address ____________________
Street City State Zip Code

3. Social Security Number ____________________ 4. Date of Birth ____________________

5. NEA Membership ☐ Yes ☐ No ☐ Life Member

6. State Association Membership Yes ____________________ ☐ Not Eligible for Membership
Name of State Association

7. Local Association Membership Yes ____________________ ☐ Not Eligible for Membership
Name of Local Association

8. Spouse's First Name ____________________ Date of Birth ____________________
Complete if Spouse is to be Insured

I understand that this program covers pre-existing health conditions (any conditions for which I have received medical treatment or advice 12 months prior to the date my coverage goes into effect) when 12 consecutive months have passed during which time I have received no medical treatment or advice for these pre-existing conditions or 24 months after the effective date of my insurance.

All other conditions except the stipulated exclusions will be covered on the day this application is accepted.

Date ____________________ Signature of Applicant X ____________________

AS-5020 Underwritten by Life Insurance Company of North America and Horace Mann Life Insurance Company